Case study handbook

«SUSTAINABLE DEVELOPMENT GOALS AS A MEANS OF CIVIL INITIATIVES»

Compiled by:
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Developed within the framework of the project
«Citizenship Competencies for Sustainable Development
during crisis time in Eastern Partnership countries and Russia»
of the EENCE working groups
«Research in the field of Citizenship Education»
and «Mainstreaming SDGs in Citizenship Education
and Fostering 2030 Agenda»

UNIVERSITY
BOOK

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The guide has been compiled by a group of authors from the EENCE citizenship education network for use during training events to promote Sustainable Development Goals. The following cases can be applied during citizenship education trainings to achieve such educational goals as teaching how to structure information and comprehend the meaning of certain SDGs; build the ability to identify possible consequences and obstacles to achieving SDGs; demonstration of the optimal choice possibility and means to achieve SDGs in the context of multiple solutions.

The views expressed in this publication do not necessarily reflect the views of the Federal Agency for Citizenship Education (Bundeszentrale für politische Bildung) or the organizations where the authors work.

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Introduction

The Sustainable Development Goals are a call to action from all countries – poor, rich and developing. They are aimed at improving the well–being of the population and protecting the nature of our planet. States recognize that measures to eradicate poverty must go hand in hand with efforts to boost economic growth and address a range of issues in education, health, social protection and employment, as well as efforts to stabilize the climate and protect the environment.

An effective teaching method, in the sphere of working with the goals of sustainable development, in modern society can be called the case study method or the method of case studies.

Case study is a teaching technique that uses a description of real situations. Participants are to analyze the situation, understand the essence of the problems, propose possible solutions and choose the best one.

The central concept of the case study method is the concept of "situation", that is a set of variables when the choice of any of them affects decisively the final result. The existence of the only correct solution is denied as a whole. With this teaching method, the participant is forced to make a decision and justify it independently.

The problem of introducing the case study method into educational practice is very relevant, due to two trends:

● the first one originates from the general orientation of education development, its orientation not to obtaining specific knowledge, but to the creation of professional competence, skills and abilities of mental activity, the development of personality abilities, among which are the ability to learn, change the paradigm of thinking, the ability to process huge amounts of information;

● the second follows from the development of requirements for the quality of a specialist who, in addition to meeting the requirements of the first trend, must also have the ability to behave optimally in various situations, be systematic and effective in a crisis.

This guide presents case studies that can be used in the learning process on the SDGs with the following structure:

1. **Goal of the case**.

2. **Focus of attention** (what sustainable development goals is the case aimed at).

3. **Objectives for achieving the SDGs** (in accordance with the UN recommendations, presented in Annex 1)

4. **Description of the problem situation**.

5. **Questions for discussion.**

6. **Possible / real example of a solution.**

7. **Additional information to the trainer.**

8. **Materials for participants' responses** (if necessary).

9. **Useful links** (for learning additional information on the topic, as well as for possible use during the case study).

This handbook was prepared by a team of authors of the EENCE working group "Research in the field of citizenship education" and "Integrating the SDGs into citizenship education and promoting the 2030 Agenda". Supported by the Federal Agency for Citizenship Education with funds from the German Ministry of Foreign Affairs.

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CHAPTER 1. GOALS AND FEATURES OF CASE IMPLEMENTATION

By: Volha Melnik

1.1. The history of the method

Historically, the case study method appeared at the beginning of the 20th century at the Harvard Business School (USA) as a kind of lawyers and managers training technology, which had been established by that time. The main feature of the case study method was the study of precedents by students, i.e., past situations from legal or business practice. Particular emphasis was placed on students' independent work, during which a lot of practical material was viewed and analyzed.

In 1910, Professor Copeland was the first to use the student discussion method based on the analysis of specific situations (case studies) from business life.

The first collection of case studies was published there in 1921 (The Case Method at the Harvard Business School). Since then, Harvard Business School has acted as the leader and main promoter of this method.

By the middle of the last century, the case study acquired a clear technological algorithm, and began to be actively used not only in American, but also in Western European business education, teaching law and other educational fields.

Currently, two classical case study schools coexist – Harvard (American) and Manchester (European). Within the framework of the first one, the goal of the method is to teach how to find the only correct solution, the second presupposes alternative solutions to the problem. American cases are larger in volume (20–25 pages of text, plus 8–10 pages of illustrations), European cases are 1.5–2 times shorter.

1.2. Tasks and competencies

Case study tasks:
- development of skills in the analysis of critical thinking;
- combination of theory and practice;

- presentation of examples of decisions made and their consequences;
- demonstration of different positions and points of view;
- formation of skills for assessing alternative options in conditions of uncertainty.

In addition to these tasks, all training participants develop the following meta competencies:

- communication skills are practiced – to express their thoughts accurately, to be able to listen to others, to express a point of view reasonably, to select counter–arguments, etc.;
- develops presentation skills and information presentation skills;
- develops self–confidence;
- stable skills of rational behavior are formed in conditions of incomplete information when solving complex problems;
- interactive skills are formed that allow you to interact with partners and make collective decisions effectively;
- acquired interactive skills and abilities necessary to assess the activities of the individual;
- self–assessment is carried out and on its basis self–correction of the individual style of communication and behavior;
- partnerships are mastered and cooperation skills are acquired;
- learning to learn – find the necessary knowledge to solve a situational problem independently, the algorithms of managerial decisions are mastered;
- the motivation for learning changes – students attend this kind of classes better and, as a rule, show activity, unmotivated involvement in the activity and increased interest in it.

In addition, in the process of working on situations, students develop competitiveness, develop personal and collective responsibility,

polish personal values and attitudes, acquire skills in managing reputation and forming a positive image.

1.3. Essence of case study

The case study method is viewed more as a process with the allocation of its main components as "discussions", which, of course, is not accidental. The tradition of using case studies in teaching is based on the principle "movement towards the truth is more important than the truth itself."

The essence of the method lies in the fact that the participants are offered a ready–made situation, which to one degree or another imitates a real, life one. Most often it is presented in writing in the form of a ready–made "story", and the finale remains "open". As a learning task, participants are invited to analyze it and offer their own solution.

Sometimes, for a more in–depth analysis of the situation, the technique of staging or "playing roles" is used, when participants play the roles of actors in the situation. At the same time the atmosphere in the classroom is created that is close to reality. Having assumed the role of a specific person, the participant delves into the motives of his behavior. The performance of roles makes you think about the need to take into account the positions of all stakeholders, teaches you to analyze your own behavior and observe the activities of other people in a certain production situation.

In some learning situations, it is more appropriate to use a so–called "incident". This is understood as the simplest conflict situation that arises in the course of real activities and requires a prompt decision. Participants without prior preparation are given brief information about a specific case (incident) that took place in the production process.

In order to make the right decision participants can ask the teacher additional questions, outline their own version of explaining the situation and make their own decision. In the ensuing brainstorming, errors in information requests are identified, the actual situation is recreated, the problem is identified, and the decisions of the participants are analyzed.

In all these types of training, the task of the participants is to identify the problem and search for options for solving it, based on

known methods of generating ideas, by means of organizing a discussion or structured talk. They all boil down to the analysis of a situation or a problem, and therefore are a special case of the method of specific situations, known as case study.

1.4. Technological features of the case study

● A case study is a specific type of research analytical technology and it includes operations of the research process, analytical procedures.

● Case study acts as a collective learning technology, the most important components of which are group work (or subgroups) and mutual exchange of information.

● Case studies in training can be viewed as a synergistic technology, the essence of which is to prepare procedures for immersing a group in a situation, in the formation of the effects of multiplication of knowledge, insightful insight, exchange of discoveries, etc.

● Case study integrates developmental learning technologies, including procedures for individual, group and collective development, the creation of diverse personal qualities of students.

1.5. Case study advantages

Case study technology is a teaching technique that uses the description of real economic and social situations. Participants should analyze the practical situation, understand the essence of the problems, propose possible solutions and choose the best one.

The use of a situational approach in teaching helps to bridge the gap between theory and practice, as well as to form the following skills among the participants:

● Evaluate the situation;
● select and organize key information;
● form request correctly;
● identify problems and opportunities;
● predict the way the situation will develop;
● make decisions in conditions of uncertainty;

- respond to criticism constructively.
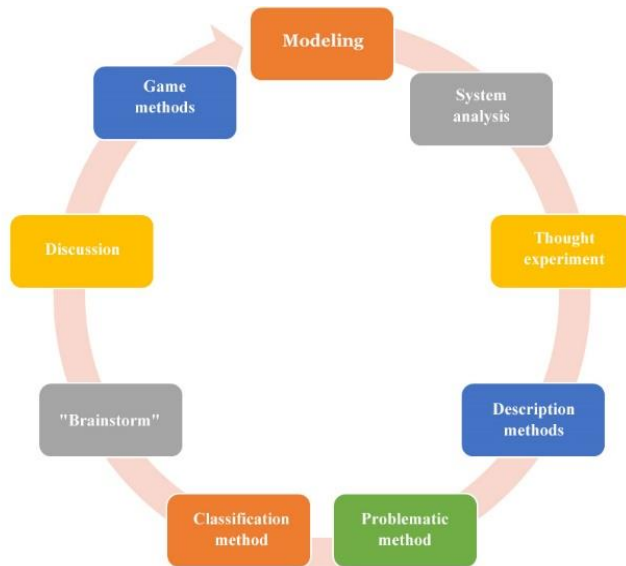
The main advantage of case meters is that their use makes it possible to get a fairly complete picture of a person's professional and personal qualities.

The technology includes several other methods.

1.6. Case study procedure

The solution of cases (as a procedure) can be performed by a group or individually, depending on the Goal of the conduct, be an independent procedure or be included as a part (for example, in an exam). In time, it can take from 2–3 hours to 20–30 minutes, depending on the Goal and content of the case.

When using the method of situational learning, participants are united in working groups of 3 to 7 people. In the course of working discussions, they use knowledge from various scientific fields. Trying their individual and teamwork capabilities, participants formulate

hypotheses, develop solutions and choose the best from their point of view.

The specific situation offered to the participants is a subject–information field common to all. In general the stages of working with a case study include: comprehension of the initial data, analysis of the problem and the search for ways to solve it.

In this case, the organization of working steps may look like this:

1. Preparatory stage

The advent of experience in decision–making, actions in a new situation. The main task or the trainer is to create an optimal selection of material for the case:

1) additional and extra material for the case is prepared;
2) options for solving problem situations are developed;
3) students are prepared for a new form of work.

2. Working together stage

The main task is the formation of motivation for joint activities, the manifestation of the participants' initiatives:

1) the text is distributed / read to the students;
2) the main problem underlying the case is defined jointly.

3. Stage of organizing working together

The main task is the organization of activities to solve the problem, the activities can be organized in small groups or individually:

1) students are divided into groups and answer questions in the allotted time;
2) learners compose answers in a single position for presentation;
3) a speaker is selected to present the solution;
4) the content of the solution and the presentation technique are assessed;
5) the trainer organizes and guides the general discussion. In this case, the search for a solution can be carried out through brainstorming, discussion, dialogue, polylogue, dispute.

4. Stage of presentation of the results of joint activities

The main task is to determine the solution to the problem:

1) each group expresses its point of view;

2) general group discussion of the received projects for solving the problem is held;

3) the trainer "conducts" the process of analyzing the situation, not giving a qualitative assessment of the answers and accepting each argument as possible.

5. Stage of analysis and reflection of joint activities

The main task is to demonstrate the educational and training results of working with the case:

1) the effectiveness of the lesson organization is analyzed;

2) tasks for further work are set;

3) the trainer finishes the discussion, analyzes the work of the groups and sums up the results.

The order (algorithm) and duration of the case study

№	Stage name	Time
1	The trainer and students preparation for the lesson	Homework
2	Organizational part. Motivation to work. Defining the goal of the lesson. Instructions for working with the case	5
3	Case presentation. Getting additional information	5
4	Clarification of the theoretical material assimilation on the case.	5
5	Work in micro groups	30–60

№	Stage name	Time
6	Group work presentation	15
7	Discussion (collective work of participants)	15
8	Designing the final outcome (if necessary)	5
9	Summarizing	5

1.7. Methodical recommendations for organizing work with a case for a trainer

1. The composition of the group should be homogeneous, that is, students should have approximately the same level of knowledge.

2. The group is divided into separate subgroups. Students form sub–groups independently, on a voluntary basis. The subgroup should include from 4 to 7 people.

3. Each subgroup should choose its own responsible person who would coordinate and present its work.

4. It is impossible to work on a case in conditions of strict discipline, since in many respects this is a creative process. The trainer should only coordinate the work of the students. In each subgroup, it is necessary to create the atmosphere for self–discipline and self–organization. One of the trainer's tasks is to teach participants a culture of communication and discussion.

5. Placement of participants in a subgroup is done so that it is convenient for everyone to conduct a discussion.

6. The trainer should approach the subgroups, listen to the discussion, sometimes inspire students, but in no case make any comments regarding the correctness of the decision. The trainer's position is neutral. He performs only two functions here: a regulating and corrective situation, that is, if the discussion is not interesting, the trainer's task is to direct him in the right direction, and if necessary, to be able to relieve tension in the group.

7. After a general discussion, the trainer returns to the traditional role and sums up the lesson. To do this, you should return to the theoretical material and remind its participants the name of the topic or section that was consolidated with the help of this case. Further, it should be said what was done in a real situation, while indicating that decisions made in a practical situation are not always the most optimal.

8. In the solutions presented by the participants, it is necessary to note the strengths and weaknesses. Moreover, several decisions can be made on the case if they are justified.

9. It is better not to give marks on the point system – it is enough to mark the degree of participation of participants in the work.

At each stage, the trainer's role changes. If at the beginning, while proposing a situation, he can "intrigue", "provoke" a discussion without rejecting even absurd proposals, then at the stage of analysis he gently coordinates the discussion, asks clarifying questions, thereby "advancing" the discussion when the discussion reaches a dead end, and, conversely, he seeks to fix all proposals so that no idea is "lost" when different opinions and points of view collide.

The role of the trainer is especially important when discussing solutions. Often, participants expect from him the position of a judge, an arbitrator who evaluates the proposed solution. Even having his own solution scheme, it is important for the trainer, remaining in a neutral position, to give the participants an opportunity to evaluate the solution themselves; "disguise" his point of view with clarifying questions, praise for really strong arguments, and a proposal to think over again those positions that, from his point of view, need it. The "assistants" of the trainer here will be:

- the ability to listen to the audience;
- no fear of losing control over the process;
- use of sufficiently spacious rooms for classes, in which you can move furniture, quickly unite students into small groups, observe their work, and, if necessary, without losing sight, quickly respond or come to the aid of participants;
- the use of laconic, vivid situations, reflecting current problems and written in modern language;
- the use of situations that are different in function and style;

● taste for new, unexpected, unusual, sense of humor, ability to react quickly, flexibility;

● a thorough, thoughtful analysis (introspection) of each case of using the case study.

1.8. Methodological recommendations for organizing work on a case in a group

1. The composition of the subgroup (team) is formed by the students themselves at their will.

2. Each team chooses a leader. The work of the leader includes: fixing all the ideas expressed in the rhythm of the brainstorming; does not allow criticism of ideas, groups statements; organizes work in a subgroup. After its completion, the head of the subgroup makes a report on the results of the work of his subgroup.

3. Each subgroup will do one topic during the entire practice session. The subgroups represent different teams.

4. Sequence of discussion:

● discussion of the received introductory information of the case;

● exchange of views and drawing up a plan of work on the problem;

● work on the problem (discussion);

● development of solutions to the problem;

● discussion for making final decisions;

● preparation of the report;

● a reasoned short report.

When working in a subgroup (team), each participant is recommended to adhere to the following rules (you can draw up before starting the lesson with the participants):

● participate in the expression of ideas and in their discussion actively;

● be tolerant of the other participants opinions;

● do not interrupt the speaker, give him the opportunity to fully express himself;

- do not repeat out loud;
- do not manipulate inaccurate or incorrect information in order to accept your point of view;
- remember that every participant has equal rights;
- not to impose your opinion on others;
- clearly formulate your final opinion (orally or in writing).

1.9. An indicative training program where the case study can be applied

The training program "Sustainable Development Goals as a Tool of Civil Initiatives" was developed within the framework of the project "Citizenship Competencies for Sustainable Development during crisis time in Eastern Partnership countries and Russia" of the EENCE Working Groups "Research in the field of Citizenship Education" and "Mainstreaming SGDs in Citizenship Education and Fostering 2030 Agenda" with the support of the Federal Agency for Citizenship Education (Bundeszentrale für politische Bildung/ BPB).

Training program
"Sustainable Development Goals as a Tool of Civil Initiatives"

Day 1	
09:00–09:45	Words of welcome, participants networking
09:45–10:15	Introducing the Sustainable Development Goals

10:15–11:15	Practical exercise "Snowball" (defining priority of Sustainable Development Goals for an organization, community, city, country, region)
11:15–11:30	A break
11:30–13:00	Assessment of the current situation in achieving the Sustainable Development Goals in the community (according to the selected priorities): what do we have? what is necessary? (case discussion)
14:30–15:00	A break
15:00–16:30	Sustainable Development Goals Situational Game ("Spaceship"): Game and Discussions
16:30–16:45	A break
16:45–18:15	International experience of using the Sustainable Development Goals in the activities of public organizations (discussion of cases)
18:15–18:45	Questions and answers after Day 1 of training
Day 2	
09:00–11:00	Examples of successful cases on the Sustainable Development Goals in your country (discussion of cases, including in crisis situations)
11:00–11:30	A break
11:30–13:00	Using the Sustainable Development Goals in the planning and implementation of civil initiatives: an exercise in groups with presentations and discussion based on practical cases on the Sustainable Development Goals
13:00–14:00	A lunch break

14:00–15:30	Using the Sustainable Development Goals in the planning and implementation of civil initiatives: an exercise in groups with presentations and discussion based on practical cases on the Sustainable Development Goals
15:30–15:45	A break
15:45–17:15	Practical exercise on the formation of a strategy of a public organization (group) in relation to the selected priority Sustainable Development Goals (using the example of successful cases or a specific situation)
17:15–17:30	A break
17:30–18:30	Participant questions and reflections / impressions of the training
18:30	Evaluation of the training, delivery of certificates of completion

CHAPTER 2. CASES

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GOAL 1: POVERTY ELIMINATION

Economic growth must be inclusive to provide sustainable jobs and promote equality.

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Case «OPPORTUNITIES FOR ALL»

By: Veronica Garbuz

    1. The Goal – to learn about the importance of preparing young people for the job market, expanding their access to education in order to reduce poverty.

    2. Focus – Sustainable Development Goal № 1: End poverty in all its forms everywhere. Other SDGs involved: № 2, № 4, № 5, № 8.

    3. Objectives for achieving the SDG's: 1.4; 1.5; 1.A; 1.B; 2.3; 2.A; 4.4; 4.5; 5.5; 8.3; 8.5; 8.6.

    4. Description of the problem situation

    In the Republic of Moldova, young people are an important segment of the population that makes a significant contribution to the socio–economic development and prosperity of the country. Given the demographic problems that the country is currently facing, as well as their impact on its socio–economic future, it is necessary to analyze the situation of young people, create tools to support them, develop and implement youth policy aimed at effective investment in human capital. Today, according to the data of the National Bureau of Statistics of the Republic of Moldova on the structure of the population by age groups and sex, young people make up one third of the total population of the

country, being a strategic component of sustainable development through the supply of labor, family creation and the continuity of humanity.

In recent years, the imbalance between demand and supply of labor has doubled from 20.8% in 2001 to 42.1%, mainly due to the low ability of young people with different levels of education to find a job. National statistics on the situation of young people in the domestic labor market indicate that, depending on the status of current activity, 3 out of 10 young people have a job and about 2/3 are e conomically inactive. More than a half of them work and undergo vocational training, 20% are engaged in domestic activities, including family responsibilities. Of the total number of young people employed in the labor market, more than 31% have informal work, and 10.4% work without an individual labor contract. In the total employed population, there is a significant reduction in the share of young people employed, and youth unemployment, even taking into account the declining trend recorded in recent years, remains the highest – 7.2% compared with other age groups or the national average (about 4%).The decline in youth unemployment is the result of the official unemployment low level, intensive migration outflow of youth abroad.

According to the annual report of the National Employment Agency, in 2018 the share of unemployment among the rural population was higher due to the lack of employment opportunities in this sector. 64% of registered unemployed come from rural areas. Vacancies there made up only 16% of the total number of registered vacancies.

Compared to neighboring countries and some countries in the region, Moldova has the lowest youth employment rate: 18.1% for 15–24 year olds and 42.4% for 25–29 year olds. Insufficient opportunities to use the knowledge and skills of young people as employees or entrepreneurs have led to their mass exodus, mainly abroad.

Despite the fact that in the Republic of Moldova the range of entrepreneurship support programs is very diverse, there is a lack of support for young people to start or develop a business, where their share remains relatively small, 2.4% – entrepreneurs under the age of 24, and 20.3 % – between the ages of 25 and 34. Statistical data obtained in the course of entrepreneurship research show that young people in the Republic of Moldova are more inclined to start their own business

(44.40%) than adults (24.99%). Young entrepreneurs are more creative and resourceful, more open to innovations or adopting business practices and models that can foster their rapid growth and internationalization. The main problem for young entrepreneurs remains access to cheap and easily accessible financial resources. Thus, involving young people in entrepreneurship and supporting them would be a valuable solution for reducing poverty, reducing unemployment, and developing the state's economy. The few existing programs do not cover the needs of this population group, which encourages young people to look for opportunities to use their knowledge and skills in the field of entrepreneurship abroad.

5. Questions and tasks

1) Using the method of brainstorming, suggest associations with the word "poverty".

2) Explain the causal relationship between the youth problem described above and the problem of poverty (national or local).

3) Develop a SWOT analysis (strengths, weaknesses, opportunities and risks) of young people.

4) Why is youth unemployment very high? Is entrepreneurship an alternative form of employment? Discuss the answers.

5) How can and should the state support the interests of young people?

6) Who (what institutions, people) can contribute to poverty reduction? How exactly?

7) Develop a program containing specific steps to reduce youth poverty, increase employment opportunities, including support for entrepreneurship

6. Possible / real example of a solution

The Sustainable Development Agenda adopted by the UN in 2015, the Sustainable Development Goals, is a good platform for identifying the business niches of the future that young people can explore and define as their own balanced business. The sustainable development program offers great opportunities for private sector companies, including newly formed enterprises. The potential is estimated at 12 trillion lei in only 4 business areas: food processing and agriculture;

development of cities, villages and communes; energy and goods; health and wellness. Several market opportunities need to be created and explored, including urban agriculture, low–income food market, sustainable aquaculture, micro–irrigation, office sharing, wooden buildings, energy storage systems, green chemistry, resource recovery, monitoring, remote patient care, better disease control, medical education and many other possibilities.

The retention of young people in the country, as well as their motivation to engage in entrepreneurial activities, mainly in rural areas, including by exploring the opportunities offered by the Sustainable Development Goals, contributed to the launch in 2019 of the START FOR YOUTH program with funding from the state budget.

The program aims to involve about 600 young people – 70% from rural areas and 30% from urban areas – in the process of generating innovative business ideas across the country, including ideas that are consistent with the framework and goals of sustainable development; training and assistance in the initiation, development of innovative business and the development of investment projects. More than 540 young people – 70% from rural areas and 30% from urban areas – received non–repayable financing in the amount of 9 thousand euros for the development of 250 enterprises initiated and developed by young entrepreneurs, including at least 10% of young people from disadvantaged families.

7. Additional information for the trainer

The case promotes an integrated approach to solving the problem of poverty among young people from socially vulnerable families. When discussing best practices project activities can be aimed at solving the following tasks:

● creation and development of conditions for the maintenance and development of entrepreneurial activity in rural areas;

● development of an effective model of interaction between young people from communities and community actors in order to identify and solve problems related to poverty, unemployment, as well as create favorable conditions for the development of entrepreneurial activity.

8. Materials and bibliography for participants' answers

● BUCHUCHANU–VRABIE, Mariana, GAGAUZ Olga. Youth in the Labor Market of the Republic of Moldova: Skills and Aspirations: Chisinau, UNDP, INCE, 2017.

● National Strategy for the Development of the Youth Sector – 2020. Resolution № 1006 of 10–12–2014, Government of the Republic of Moldova

9. Useful links

● Aspects of development of youth entrepreneurship in Moldova in the context of European integration.
URL: https://www.researchgate.net/publication / 335653530_ASPEKTY _RAZVITIA_MOLODEZNOGO_PREDPRINIMATELSTVA_V_MO LDOVE_V_KONTEKSTE_EVROPEJSKOGO_INTEGRIROVANIA.

● Subsistence minimum, crisis and poverty level in Moldova.
URL: https://ru.sputnik.md/society/ 20200406/29776232 / rozhitochnyy– minimum–v–moldove–vyros–kak–krizis–mozhet–povliyat–na–uroven– bednosti.html.

● Poverty level in the Republic of Moldova for 2014–2018. URL: https://statistica.gov.md/ newsview.php? L = ru & idc = 168 & id = 6698.

Case «POVERTY AS A CONSEQUENCE OF HUMAN BEHAVIOR»

By: Yuriy Petrushenko

1. The Goal – create an understanding of what poverty is and what are the causes of its occurrence.

2. Focus – Sustainable Development Goal № 1: End poverty in all its forms everywhere. Another SDG's: № 2, № 3.

3. Objectives for achieving the SDG's: 1.1, 1.2; 1.3; 1.4; 1.5; 2.1; 3.1, 3.2, 3.3.

4. Description of the problem situation

The first UN Global Sustainable Development Goal is dedicated to poverty precisely because, according to most scientists and politicians, it is poverty that causes not only the poor quality of life of people, the spread of disease or crime, but also the death of many people in the world. Most of them do not die from AIDS, pneumonia, or car accidents, but because extreme poverty prevents them from surviving.

In terms of existing definitions of poverty, the World Bank defines extreme poverty as a person living on less than $ 1.90. USA per day. According to a 2018 World Bank report, 10% of humanity lived in extreme poverty (up from 11% in 2013). Africa remains the poorest continent in the world[1].

5. Questions and tasks

1) Answer the question, what is poverty?

2) Are there poor people in your country? What are the forms of this poverty?

3) What are the reasons for the poverty of people in your country?

4) What are the consequences of poverty?

6. Real/ possible examples of a solutions

In 2019, the Royal Swedish Academy of Sciences awarded the Alfred Nobel Memorial Prize in Economics for developing a new approach to tackling global poverty based on an experimental principle. Three scientists became laureates of the award:

Abijit Banerjee, 58, from India, professor of economics at the Massachusetts Institute of Technology (MIT);

Esther Duflot, 47, of France, professor of poverty alleviation and economic development at MIT (she was only the second woman to receive this award since 1969, and also the youngest ever recipient of the award);

Michael Kremer, 55, from the USA, professor, studies developing communities, works at Harvard[2].

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[1] Information on the site howmuch.net.

[2] Materials of the site https://www.the-village.com.ua.

These scholars attribute poverty to three factors that prevent people from fighting it: inertia, ignorance, and lack of necessary institutions.

The traditional approach to poverty alleviation is investment: poor people are given more money to develop and cope with hardship themselves. It turns out that money is not enough, since the return on investment is completely different in developed and developing countries. Banerjee, Duflo, and Kramar investigated the institutional nature of poverty and proved in African schools that changing people's behavior is much more effective than providing money.

According to studies by Kramar, conducted in schools in Kenya, if you remove worms from the body of children, then children begin to study way better than if they replace textbooks with more modern ones. In Africa, a lot of money was invested in the fight against early infant mortality, but it turned out that good hygiene, such as having to wash your hands before feeding an infant, works more effectively than buying expensive diarrhea drugs. The experimental approaches of these scientists involve the search for those simple inefficiencies, the change of which can significantly improve the quality of life and reduce poverty in the regions.

The second issue that Banerjee and Duflot explored is the poverty trap. It is common knowledge that investments are worth more today than they will be worth tomorrow. But a person who is trapped in poverty can invest 10 dollars today, and tomorrow receive only 9, since in his environment the investment functions differently. Therefore, it is necessary to create external tools that help to extract people from this trap and allow them to develop. Such instruments are microfinance institutions, microsaving funds, collective funds, etc.

7. Additional information for the trainer

If you tell the training participants about the research of the 2019 Nobel laureates, then you can discuss the following questions:

1) How does the state fight poverty? Are you using the approaches to poverty reduction described by the 2019 Nobel laureates?

2) The UN World Food Program is the recipient of the 2020 Nobel Peace Prize awarded for efforts to fight hunger. Can they also be considered n effort to fight poverty?

3) Will your country (and humankind as a whole) be able to achieve SDG 1 by 2030? What is needed for this?

8. Materials and bibliography for participants' answers

● Lecture by Esther Duflot "The Economist as a Plumber". Electronic resource. – Access mode:

URL: https://economics.mit.edu/files/12569.

● Nobel Peace Prize 2020. What you need to know about its laureate. Electronic resource. – Access mode:

URL: https://www.dw.com/ru/nobelevskaja–premija–mira–2020–chto–nuzhno–znat–o–ee–laureate/a–55221313.

9. Useful links

● TED Talk: Andrew Youn Three arguments in the fight against poverty.

URL: https://www.ted.com/talks/andrew_youn_3_reasons_why_we_can _win_the_ fight_against_poverty/transcript?language=ru.

● TED Talk: Gary Haugen The hidden reason for poverty the world needs to address now.

URL: https://www.ted.com/talks/gary_haugen_the_hidden_reason_for_ poverty_the_world_needs_to_address_now/transcript?language=ru.

GOAL 2: HUNGER ELIMINATION

The food and agriculture sector offers key solutions for development, and is central for hunger and poverty eradication.

Case «CARE AND HOPE CARITAS–SPES»

By: Rymma Mylenkova

1. The Goal of the case is to develop students' understanding of how to identify the needs of low–income people and the skills to design and implement programs to combat hunger and poverty.

2. Focus – Sustainable Development Goal № 2: End hunger, ensure food security, improve nutrition and promote sustainable agricultural development. Sustainable Development Goal № 1: End poverty in all its forms everywhere;

3. Objectives for achieving the SDG's: 2.1; 2.2; 1.1; 1.3.

4. Description of the problem situation

According to official data, there are more than 1000 people in a city with a population of about 300 thousand, whose financial situation can be estimated as the level of poverty and there is no official data about approximately the same number of people. Civil activists make it their mission to help these people overcome hunger.

A task is to identify and find these people and to establish a connection with them.

It is known that there are two categories of the poor:

1) People who do not have a place of residence (do not have a permanent place of residence, money for subsistence, stable family ties).

Unfortunately, most of these people, as statistics show, will never return to a higher social status (Target group 1).

2) Very elderly people who have a place of residence, but do not have relatives, a sufficient level of income to provide basic needs, medical care, and also suffer from loneliness (Target group 2).

In the future, it is necessary to develop tactics to help these people on a long–term basis.

5. Issues for discussion

1) What is poverty? How is it defined? How will the poverty rate be affected by the pandemic period?

2) What do you know about the number of poor people in your community, their needs and the state of solving the problem?

3) How, in your opinion, do you contact these people?

4) If your organization receives a request from a donor fund or organization to identify the size and needs of poor groups, how would you conduct the research?

5) What is the biggest and smallest result a civil organization or civil activist group can achieve with a limited budget to help those in need? If you were an activist, would you take on a short–term project that has funding, or would you make it narrower but long–term, with a constant search for additional funding? Why?

5.a. Assignments for work in groups

In two groups, brainstorm plans for programs to help poor people. Then identify the strengths and weaknesses of the programs:

1) What plan of interaction and assistance to Target Group 1 (people without a permanent place of residence) would you suggest? Write an action plan for the project (10 minutes).

2) What kind of interaction and assistance plan for Target Group 2 (single elderly people having no sufficient income) would you suggest? Write an action plan for the project (10 minutes).

3) Present the results (program plans) to the other group, take into account their critique and addendum made by another group.

5.b. Discuss the results of a real solution to the problem and suggest the ways for improving

6. Possible/Real solutions to the problem

Civil activists made a request to the social services of the city and analyzed the data on poor residents of the city. This has made it possible to identify a part of the people from Target Group 2. However, these data were incomplete, and there were no data on people without permanent residence.

To identify people who do not have registration and exist on the brink of survival (Target group 1), the decision was made to cooperate with religious organizations of the city. In the city of Sumy (Ukraine), the initiative in launching the project was taken by the Religious Mission "Caritas–Spes–Sumy" of the Kharkiv–Zaporozhye community of the Roman Catholic Church.

At the first stage, negotiations on cooperation with religious organizations were held and personal interviews / questionnaires of people were made to identify their basic data and needs. The rating of needs consists of the following issues:

- malnutrition,
- lack of opportunities for personal hygiene,
- lack of medical assistance,
- lack of social connections necessary for a decent life in society.

After the research, on the basis of the organizations "Caritas–spes–Sumy", the Prophet–Elias Orthodox Church, the Transfiguration Cathedral and the Church of Evangelical Christians "Kovcheg", food banks were organized.

Target group 1. There is an agreement between religious organizations on alternate distribution of food and clothing on a specific day of the week, so that those in need can receive food on a regular basis. In fact, between 50 and 100 people from Target Group 1 are provided per day.

Target group 2. The organization "Caritas–Spes–Sumy" has taken under its care 50 elderly people who have no relatives at all. They need not only food, but also assistance about the house, medical care, and communication. The mobile group delivers food products, hygiene products, medicines. Personal conversations, joint watching of TV programs, reading of books are held as well.

Difficulties and unresolved problems:

● The organization can reach only a small part of people who need help;

● The experience of the organization does not lead to a change in the social status of people in a difficult financial situation.

Additional information for the trainer

Russia: According to Rosstat the number of Russians living below the poverty line in the first quarter of 2019 increased by 500 thousand people compared to the same period a year ago and reached 21 million people.

Ukraine: According to the UN data, about 60% of people in Ukraine live below the poverty line, which is defined as the actual cost of living. According to the State Statistics Service of Ukraine, 23.1% have incomes below the subsistence level (9 million people)

In Belarus, 4.8% of the population (450 thousand) is below the poverty line according to Belstat's data on a sample survey of households by living standards in the fourth quarter of 2019. The per capita disposable resources of these people were below the subsistence level.

Poverty is a characteristic of the economic situation of an individual or a social group, in which they cannot satisfy a certain range of minimum needs necessary for life, maintaining the ability to work, procreation.

Poverty (in the Belarusian definition, according to Belstat) is living with a level of per capita disposable resources below the minimum consumer budget (MCB). This indicator consists of the cost of purchasing a set of consumer goods and services to "meet the basic physiological and socio–cultural needs of a person".

The poverty line is considered to be incomes below 60% of the national average according to Eurostat.

Manipulation of information is often based on the counting method. In developed countries, people are considered poor if they have less than $ 14 a day. If we consider the number of poor people as a figure specific to Eastern Europe and Central Asia – $ 5 per day, the percentage of those in need will be lower.

Who is in the risk category? According to Caritas, these are single mothers, families with many children, families with the sick,

disabled, or alcohol and drug addicts, as well as refugees, people with low incomes and the unemployed.

Information on the organization:

Caritas–Spes (Caritas Internationalis) – an international Catholic charitable organization that pursues a multi–vector policy of helping the poor, people in need, orphans, people affected by natural disasters, people suffering from alcohol and drug addiction, HIV–infected, etc.

7. Materials for participants' answers

Materials can be the priorities of international aid programs, a list of charitable organizations in a particular locality (country), a description of the social and economic life of the local community. But they are optional for this case.

8. Useful links

● There are more people in Russia URL: https://www.vedomosti.ru/economics/articles/2019/07/29/807554–v–rossii–bolshe–bednih An article about the number of people in Russia living below the poverty line.

● About 60 % of Ukrania population live below the poverty line – The UNO URL: https://nv.ua/ukraine/events/okolo–60–naselenija–ukrainy–zhivet–za–chertoj–bednosti–oon–891955.html Data on the number of the poor in Ukraine.

● More than 450 thousand Belarusians are below the poverty line. Which region has the majority of the poor URL: https://finance.tut.by/news674554.html Data on the number of the poor in Belarus.

GOAL 3: GOOD HEALTH AND WELL–BEING

—◡\◡♥ **Ensuring healthy lives and promoting the well–being for all at all ages is essential to sustainable development.**

Case «PROMOTING HEALTHY LIFESTYLE IN A PUBLIC ORGANIZATION»

By: Igor Folvarochnyi

1. The Goal – development of a public organization members' interest for joint health improvement activities.

2. Focus – Sustainable Development Goal № 3: Ensure healthy lifestyles and promote well–being for all at all ages.

3. Objectives for achieving the SDG's: 1.2; 4.3; 5.5; 10.1.

4. Description of the problem situation

The basic principle of sustainable development is that the current generation should not jeopardize the environment where future generations will live. This principle applies to health care as it does to other sectors as well. The challenges governments face with health spending are greater today than ever before. In many countries, the share of the government budget spent on health is higher than ever, and the cost of services is growing faster than GDP. However, in at least some of these countries, the data show no correlation between health spending and health outcomes.

There is a serious lack of true family doctors, who hold about 70% of the healthcare system and provide a response to 80% of patients' appeals on various issues in developed countries. In Ukraine, huge queues

of patients with various viral diseases lined up for doctors. Most doctors were not ready for this situation.

Learning from the experience of Italy and China, the Ukrainian government for the first time "played ahead of the curve". As soon as cases of infection with the coronavirus COVID–19 appeared in the country, tough measures were taken to prevent the spread of the disease. Entertainment venues were closed, public transport was stopped, the number of visitors in stores was limited – all these factors have already demonstrated good results in containing the epidemic in other countries. Citizens were explained: why wear a mask, wash their hands, why not touch their face and how to avoid infection in general.

At the same time, two weeks after the start of quarantine measures, a clear algorithm of actions that must be followed if you still suspect you have a coronavirus has not been made public. Moreover, even information about symptoms often differs. Some Ukrainians, who suspect they have a dangerous illness and have turned to doctors, complain that they cannot get proper help. "The family doctor does not make an appointment", "the ambulance didn't arrive", "we were refused to be tested and sent home" – these are the most common problems faced by citizens.

On March 13–14, 2020 a training was held in Kiev on "Health promotion and prevention of non–communicable diseases in educational institutions" – with the cooperation of the state institution "Central methodological office for training junior specialists of the Ministry of Health of Ukraine" and the Charitable Foundation "Women's Health and Family Planning" – in the framework of the World Health Organization (WHO) project "Noncommunicable Diseases: Prevention and Health Promotion in Ukraine". Teachers of medical colleges from 10 regions of Ukraine and Kiev studied, exchanged experiences, improved their knowledge and worked fruitfully to make the New Ukrainian School a space of health.

As of April 2020, 49% of the interviewed adults in Ukraine rated their health as good or very good. This figure is not much different from last year. This is stated in the results of a survey by the Kiev International Institute of Sociology (KIIS).

So, this year 38% of the respondents rated their health as mediocre (neither good nor bad) or could not define it, and 13% – as bad or very bad. Last year there were 1% more healthy (according to self–assessment) people – 50%. But the share of those who rated their health as poor was less than –12%.

The older the group of the respondents, the smaller the proportion of healthy people among them are. So, among people aged 18 to 29 years– 82% feel healthy, in the age group 30–39 years – 67%, at the age of 40–49 years – 53%, at the age of 50–59 years – 39%, at the age 60–69 years old – 26%, and among people aged 70 years or older – 12%.

Easing quarantine leads to a worsening of the epidemiological situation in the country. Therefore, people need to be reminded that carelessness about protective equipment is a big threat during the COVID–19 epidemic. It is important to find a balance between getting back to normal and being safe.

The danger of the threat facing the world this year cannot be underestimated. But you shouldn't exaggerate it either – excessive anxiety can do more harm than carelessness. What do you do in this situation? This is where the question of the personal responsibility of each of us comes forward. Why is Health 2020 important and relevant?

5. Questions for discussion

1) What complex activities contribute to an increase in the effectiveness of the personal orientation of the population towards a healthy lifestyle and family cohesion by means of involvement in physical culture and sports?

2) What principles of governance for health are most relevant at all levels – global, regional, national, subnational and local – in response to the spread of COVID 19?

6. Possible / real example of a solution

In Ukraine (Donetsk and Zhytomyr regions), Doctors Without Borders are helping to counter COVID–19. In both regions, Doctors Without Borders conduct training for local medical staff on the correct use of personal protective equipment, infection prevention and control, patient flow allocation, screening and isolation, and proper disposal of medical waste. There are hotlines to provide psychological support to overcome the difficulties associated with conflict and isolation. Doctors

Without Borders mobile teams are providing home–based assistance to vulnerable groups living in the vicinity of the conflict zone to reduce the burden on health facilities. Since all patients of the current Doctors Without Borders' projects are at risk of contracting COVID–19, the priority is to continue to provide them with care.

In April 2020, in the city of Nikolaev, a training for doctors "The art of treatment from prevention to quality of life" was held with the support of the Ministry of Health of Ukraine, the Health Department of the Regional State Administration, the Health Department of the Nikolaev City Council, the National Medical University named after A.A. Bogomolets and National Medical Academy of Postgraduate Education named after P.L. Shupika (Kiev).

The Sport Life chain of fitness clubs of Ukraine announced 2020 – the year of fitness and health!

Since January 1, 2020, the doors of the Sport Life fitness club chain have been open to participants in the Family Olympic Games. Adults took part in a squash and water aerobics tournament, children aged 7–12 competed in swimming at various distances in a sports pool with the participation of the Ukrainian Swimming Federation. The youngest participants demonstrated their skills on land and in the children's pool, while families of dad, mom and child competed in family relay races.

Addressing social inequalities improves health and well–being significantly. Reducing health gradients requires an overarching strategic goal of equalizing the chances of good health for all socioeconomic groups, including eliminating adverse health factors and narrowing health gaps.

Improving adult well–being in the European Region requires a variety of approaches. Social innovation can be used to optimize well–being, where communities are involved in policy development by engaging citizens in addressing a range of social and well–being issues and in developing solutions that they desire and enrich their daily lives. Health promotion measures in enterprises and organizations that aim not only at preventing disease, but also at optimizing the well–being of their teams are beneficial to both workers and employers.

With the spread of Covid 19, new types of partnerships for health are emerging at various levels of governance in the European Region. The

principles of governance for health are relevant at all levels – global, regional, national, subnational and local.

Additional information for the trainer

The case promotes an integrated approach to solving the problem of further prevention of COVID 19 disease by means of interaction and mutual support of civil society and government institutions and organizations. In addition, it draws the attention of officials to the need for preventive measures and the creation of the necessary prerequisites for a general interest in the development of physical culture among the population in a modern city: corporate sports and recreation activities; holding sports family holidays; encouraging those who are actively involved in physical education and sports; providing conditions for improving the mental and physical health of the country's population.

Activities to support healthy lifestyles amid the spread of COVID 19 are current realities in many countries. They should represent both elements of the ordinary, daily activities of state authorities and local self–government, and be carried out in a project way, in the form of programs, strategies, projects, the goal of which may be either more intensive implementation of measures already taken, or the implementation of new, specific measures.

It seems appropriate to turn to the fundamental approaches to the development of the nation's health – the foundations of European policy and strategy for the 21st century in this area. The main goal of such policies is to improve health for all and reduce health inequalities by improved leadership and governance for health. It focuses on today's critical health issues. At the same time, the importance of developing resources to increase the resilience of communities to negative external influences, as well as empowering citizens and creating favorable environmental conditions is emphasized.

In particular, the new European framework for policy goals and principles, Health 2020, is a strategic policy framework based on values and evidence to support the health and well–being of people in the European Region. It includes the following aspects: health as a human right; a comprehensive government approach and the principle of participation of the whole society in the matter of socially equitable improvement of health; strong and proactive governance and leadership

for health; mechanisms for cooperation and consolidation of priorities with other sectors; the importance of relying on local communities and individual citizens, empowering them; the role of partnerships.

As a result, Health 2020 can now be used as a unique regional resource to help all of us learn from experience, set new priorities and find better ways to coordinate action across all sectors of society to improve individual and community health and well–being.

Health 2020 calls for the engagement of all sectors of society as a central element in the planning, development, implementation and monitoring of health strategies at all levels. Policies make a strong case for empowering citizens, consumers and patients as critical to improving health outcomes. It also encourages the active participation of health professionals themselves.

Equal access to education, full–fledged employment, the availability of comfortable housing and a decent level of income all contribute to maintaining health. In turn, health contributes to higher labor productivity, the formation of a more productive workforce, healthier aging, as well as reducing the cost of sickness benefits and social assistance, and reducing the loss of tax revenues to the budget. The most reliable way to ensure the health and well–being of the population is the joint work of all sectors of the state aimed at the social and individual determinants of health.

National measures are multi–level, from local to global scale, and they increasingly involve groups outside the government system. The indispensable conditions for the implementation of such an approach are the development of an atmosphere of trust, common ethical principles, and a culture of concerted action.

Empowering citizens, consumers and patients is the key to improving health, healthcare and patient satisfaction with health services. The voice of civil society, including individuals, patient associations, youth organizations and older people, is critical to raising awareness of environmental conditions, lifestyle factors or foods that are detrimental to health, and gaps in the quality and conditions of care. That voice is also key to generating new ideas.

Civil society is a key player in planning, facilitating and introducing positive change.

Building resilience is seen as a key factor in protecting and promoting health and well–being, both at the individual level and in the community. The ability of people to maintain their health is closely related to the conditions in which they are born, grow, work and age. A systematic assessment of the health effects associated with rapidly changing environmental conditions (especially with regard to technology, labor, energy and urbanization) is essential, and the results of this assessment should be followed by appropriate measures that provide a beneficial effect on health.

7. Handouts for participants' answers

1) A questionnaire on a healthy lifestyle and the importance of proper breathing URL: https://www.survio.com/survey/d/K4S5C7N2A1 X6M7P1I.

2) Questionnaire "What do you know about a healthy lifestyle". URL: http://www.vashpsixolog.ru/psychodiagnostic–school– psychologist/114–questionnaire/1354–anketa–qchto–vy–znaete–o– zdorovom–obraze–zhizniq.

8. Useful links

● Health 2020: A European policy framework supporting action across government and society for health and well–being. – Copenhagen: WHO Regional Office for Europe, 2012.
URL: https://www.euro.who.int/__data/assets/pdf_file/0017/215432/ Health2020–Long–Rus.pdf.

The handbook provides contextual analysis, key effective strategies and interventions, the evidence and detail of the potential required for policies and practices to improve health and well–being.

The focus is on innovative and evidence–based policies and practices to assist those involved in developing and implementing strategies at the operational level. The Health 2020 policy framework and strategy is intended to provide a continuously updated guideline that reflects the most recent developments in evidence, practice and performance.

● Collection of methodological materials on the organization of educational work aimed at the formation of a healthy lifestyle in

professional educational organizations / comp. K.A. Pozdeeva. – Khabarovsk: KGKU CSU, 2017. – 160 p.

URL: http://xn—27–nmcin.xn—p1ai/upload/iblock/f19/f19664757f3d13 bec21d6e02825c2fc6.pdf/

The collection of materials is based on the experience of professional educational organizations in promoting a healthy lifestyle. It includes the works of the winners of the competition for the best organization of educational work aimed at creating a healthy lifestyle, preventing behavioral diseases in professional educational organizations. The complex programs of educational work, a project and a scenario of events for conducting preventive classes with students are presented.

The collection will be useful for specialists of the education and upbringing system when drawing up long–term comprehensive programs for the formation of a healthy lifestyle.

● 50 sites and books for healthy lifestyle / URL: https://blog.mann–ivanov–ferber.ru/2017/12/28/50–sajtov–i–knig–dlya–tex–kto–vedet–zdorovyj–obraz–zhizni/.

● Modern methods of forming a healthy lifestyle with students: collection of articles. scientific. Art. based on materials from I Rep. scientific–practical conf. with int. participation, Minsk, March 15, 2017 / editorial board: I. V. Pantyuk (editor–in–chief) [and others]. – Minsk: Ed. Center BSU, 2017. – 306 p.

The collection includes scientific articles presented by participants from Belarus, Russia, the Islamic Republic of Iran at the I Republican scientific–practical conference with international participation "Modern methods of promoting a healthy lifestyle with students".

The materials reflect the problems of the theory and practice of forming a healthy lifestyle with students. The results of scientific research on the formation of a student's personality in the process of physical education are presented; psychological, pedagogical, social, environmental and philosophical aspects of health, physical culture and sports among young people; experience in the implementation and use of health–creating technologies and mass forms of physical culture and sports in the educational process of universities and in the life of students.

Case «GOOD HEALTH AND ACTIVE LONGEVITY FOR THE THIRD AGE»

By: Rymma Mylenkova

1. The Goal of the case – to form students' understanding of ability to prioritize the local community when planning and implementing local development programs.

2. Focus – Sustainable Development Goal № 3: Ensure healthy lifestyles and promote well–being for all at all ages. Other SDGs involved: № 4, № 5.

3. Objectives for achieving the SDG's: 3.4*;* 3.5; 4.1; 5.8.

4. Description of the problem situation

A civil organization that specializes in educational programs has decided to use the educational potential in order to influence the health, length and quality of life of older people.

Circumstances: a medical reform is being carried out in Ukraine, the elderly consider it genocide; mistrust of doctors and arrogance of patients shortens life expectancy, the lack of the possibility of free thorough consultations for the elderly and opportunities for education in the sphere of health, lowers the quality of life.

Data about modern approaches to maintaining health is not known to most residents in the 50+ category.

5. Issues for discussion

1) How can a civil organization with a citizenship education profile provide the elderly population of the city with quality and free education in the sphere of healthcare?

2) How to break through the wall of the audience's distrust, how to address the target group properly so as not to offend them? What terminology should be used to avoid the term "elderly"?

3) If an organization decides to develop and implement an educational program, what topics should it include and what speakers are to be invited?

4) What organizational requirements are necessary for the program implementation (room arrangement, atmosphere, equipment)?

5) What way to advertise / inform about the course do you choose in order to reach the target audience?

6) Should the course be paid or free for attendees? What can the funding for the course be?

7) What is the maximum effect the organization can achieve in solving the assigned task? What is the smallest effect?

5a. Possible tasks for working in groups

1) Study the passport of the organization and identify the strengths and weaknesses to accomplish the task. State how you can strengthen the organization's capacity to meet the stated goal (10 minutes).

2) The organization decides to hold ten educational sessions for the target audience. Brainstorm the ten topics that seem most important to you for your target group (10 minutes).

3) Having studied the passport of the organization and additional information about the country and the region of its operation, make a list of funding sources or organizations that can become financial donors and information partners of the educational product.

5b. Discussion

After reading a real example and the results of solving the problem, discuss how to improve the implemented case, make recommendations (20 minutes)

6. Possible / real example solution

The civil organization "Center for Lifelong Learning" has created the Good Health and Active Longevity Project for people of the third age "Be Healthy!"

The project consisted of two parts.

1) Educational program "Course of Good Health and Active Longevity for Third Age People "Be Healthy!"", consisting of 10 meetings with doctors of different directions. The format of the meetings

– lectures, presentations, interviews, consultations, physical therapy classes – were held offline.

2) An empirical study of the features of working with older people, identifying needs, interests, specifics of the target group, methods of interaction during the project. Research methods – interviews, questionnaires, documentation analysis, expert assessment.

The program included the following general topics:

1) Meeting with a family doctor – 1. Medical reform, how to interact with doctors. What are the advantages for the patient? What are the conditions for interaction with the ambulance service. Conditions and algorithm of conclusion of declarations with a family doctor and their termination. Free and paid services for patients.

2) Meeting with a family doctor – 2. Health psychology and responsibility for your health. Most common diseases. Cardiovascular diseases.

3) Diseases that depend on nutrition. Diabetes. Questions of healthy eating, management of body functions through nutrition. Meeting with a nutritionist.

4) Diet, weight management, nutritional rules in old age.

5) Diseases of the musculoskeletal system (spine and joints). Meeting with a physiotherapist.

6) Joints diseases, arthritis, arthrosis.

7) Hypertension: myths and reality. How to help yourself and loved ones in crisis situations.

8) Diseases of the respiratory system (for the autumn season) and vaccination.

9) Chronic respiratory diseases. Asthma, allergies. How to live and manage conditions.

10) Meeting with a psychologist. Activation of cognitive processes. Memory training. Prevention of psychogenic diseases.

Course results:

● More than 200 participants took part in the classes;

● 8 participants signed declarations with the family doctor who was the lecturer of the course;

● 20 participants received individual consultations from doctors and a physiotherapist;

● 10 participants made an appointment with profile specialists;

● One participant, as a person with limited financial and social capabilities, was admitted to a commercial physiotherapy group on a free basis;

● 95% of the participants confirmed in the survey that they see advantages in the ongoing medical reform after the course.

● The real course was successfully implemented with the support of BPB and received the first prize of the Ukrainian Association for Adult Education among programs for older people.

Funding for the program implementation and information partners:

● DVV International, BPB – provided financial support for the project.

● Commercial Medical Center "Medea" –whose speakers are interested in promoting the center.

● Congress Center of Sumy State University – provided premises, equipment.

● Ukrainian Association for Adult Education, Sumy State University – provided methodological and institutional support.

● GO "Lifelong Learning Center" – provided program design, communication, reporting, project accounting.

● TV company UA: Sumy – provided promotional programs and interviews.

Problems that were not resolved sufficiently during the course:

● insufficient coverage of the target audience;

● the problem of perception of the age category by the target audience (rejection of the phrases "golden age", "third age", etc.)

● Issues not addressed and meetings requested by the audience:

● how to care for bedridden patients at home;

● consultations with a neurologist, dentist, orthopedist;

● art therapy (it was decided to include it in the next course).

Additional information for the trainer

For almost 30 years of its independence, Ukraine has remained in last place in terms of life expectancy among European countries, despite the planned constant growth of this indicator, a slight decrease of 1% was observed in 2018 compared to 2017. The average life expectancy of Ukrainians since 1993 has grown from 68.29 years to 71.76 years as of 2018 (Fig. 1). For comparison: the Swiss population has the highest life expectancy in Europe – about 84 years.

The coronavirus pandemic has not been overcome yet and most countries in the world have not even passed the peak of the epidemic. COVID–19 affects mostly elderly and those with weak immunity or chronic diseases. At the same time, for several years in a row, the largest number of human lives have been claimed by heart disease, strokes, chronic lung diseases and respiratory infections of the lower respiratory organs.

In Ukraine, over half a million people die of various diseases every year, mostly of the circulatory system diseases. According to the State Statistics Service, in 2015, heart disease caused the death of more than 404 thousand Ukrainians. The following year, mortality from these diseases decreased by 3%, a year later – by another 1.9%. In 2018, the death rate increased by almost 2% and we lost 392 thousand Ukrainians. Data for 2019 has not been released yet. It is known that during January 2020, 36 thousand 341 Ukrainians died from heart disease in Ukraine.

Almost 80 thousand people die every year due to oncological diseases in Ukraine. Mortality decreases slightly, then increases slightly again. In 2015, 79,530 Ukrainians died of malignant or benign neoplasms. The following year, cancer took the lives of 78 thousand 324 people, in 2017 – 78 thousand 597 people, in 2018 – 78 thousand 597 people. In the first month of 2020, 7,124 Ukrainians died of cancer.

The third place among the causes of death in Ukraine is taken not by external factors: incidents, accidents, poisoning, murder, suicide, etc. We are particularly glad that over the past 5 years, this sad statistics has been decreasing every year. In 2015, due to these circumstances, 34,569 people died, next year this figure decreased by 8%, and in 2017 – by almost 2% more. In 2018, due to external factors, 30,900 Ukrainians died. In January 2020, this figure was 2,757 people. At the same time, mortality

is increasing in the country due to old age, undefined sudden death syndromes and other symptoms and abnormalities. Five years ago, 14,000 people in this category died. In 2016, 20,849 citizens (+ 48%) died of old age and other unidentified symptoms, next year this figure increased by another 8% to 22,426 Ukrainians, and a year later – to 25,107 people.

High mortality in Ukraine is due to diseases of the digestive system (more than 22 thousand people), as well as HIV, tuberculosis and some other infectious diseases (about 9 thousand people).

The essence of medical reform in Ukraine:

The reform of healthcare in Ukraine provides for insurance under the Beveridge system, which is based on the principle of universal coverage for all cases of social risk for all citizens.

The most important features of the Beveridge model are a three–level type of social protection, where the responsibility of the main subjects of legal relations is distributed according to the following scheme: the state – provision of basic guarantees of social protection to the entire population; employer – social (professional) insurance of employees (where the employee is partially involved); employee – additional personal insurance.

At the same time, patients must sign a declaration for services by a family doctor (the principle of working with a "district doctor" is abolished); Many services become paid, but there is a state program "Affordable Medicines", which includes free distribution or distribution for a partial payment of medicines necessary for survival (for heart disease, diabetes, etc.). A wide range of diagnostic services becomes paid, but basic examinations are provided free of charge on the recommendation of a family doctor.

The system "Money follows the patient" works – the more patients a family doctor has, the higher his payment is – this gives a rise to the competition and fight for the quality of provided services.

Ambulances no longer undertake therapeutic measures, only stabilizing and delivery, as is the case in most countries of the world. This fact scares patients accustomed to the Soviet system of healthcare. However, research shows that medical interventions taken in an ambulance are usually not productive as the patient does not have a complete examination at this point.

7. Useful links

● UNIAN: Suprun explained how education affects human health. URL: https://www.unian.net/health/country/10420323–suprun–obyasnila–kak–obrazovanie–vliyaet–na–zdorove–cheloveka.html

A person's health depends on their educational level, since educated people can take better care of themselves.

● Alexander Torgun. What really affects the life expectancy of Ukrainians. URL: https://nv.ua/opinion/prodolzhitelnost–zhizni–v–ukraine–kak–uluchshit–sostoyanie–sistemy–zdravoohraneniya–poslednie–novosti–50070695.html

The issue of life expectancy and the factors affecting it is an extremely relevant topic all over the world. Many scientists study the impact of GDP and economic growth, and, accordingly, spending on the health sector, including medical professionals, on the quality and duration of life of the population.

● Denis Bogush. Areas of concern in the medical industry in Ukraine. URL: https://blogs.pravda.com.ua/authors/bogush/4b280bfd9c85e/

The health of the population more than 50% depends on the way of life, 20% – on the state of the environment, another 20% – on heredity, and only 10% – on the health sector.

GOAL 4: QUALITY EDUCATION

Obtaining a quality education is the foundation to improving people's lives and sustainable development.

Case «LIFE ACADEMY: LIFE SKILLS»

By: Olena Pehota

1. The Goal – development of andragogical competence of members of the Public Organization "Center for Adult Education" (ACE) during the creation of the educational program "Academy of Life: life skills", which is aimed at promoting and developing socially important human life skills as a significant component of adult education throughout all life.

2. Focus – Sustainable Development Goal № 4: Achieve inclusive and equitable quality education and promote lifelong learning opportunities for all.

3. Objectives for achieving the SDG's: 4.8; 8.2; 8.3; 9.C.

4. Description of the problem situation

The public organization "Center for European Adult Education", which specializes in educational programs for training adults, has set a goal to use the potential of the educational space to create the "Academy of Life: life skills" (life skills) program aimed at developing socially important life skills of residents of the city of Nikolaev. The assimilation of the Program by adult members of the community creates opportunities both for its sustainable development and for improving the quality of their life and the life of the city as a whole.

Teaching socially important life skills both in Nikolaev and in Ukraine as a whole has its own characteristics:

● there is no unified system of information exchange on situations;

● the framework legislation is not supported by normative legal acts;

● lack of coordination between structures involved in solving the same tasks.

Unfortunately, despite the fact that Article 18 "Adult Education" has been introduced into the Law of Ukraine "On Education" (2017), there is currently no legislative field for solving this problem, namely the Law "On Adult Education" and by–laws. Therefore, the development of support for socially important life skills by the state is one of the most important factors in improving the quality of life of a person and society as a whole.

The development of the Academy of Life: Life Skills Program begins with monitoring and analyzing the educational needs of an adult in order to determine its content and directions.

5. Issues for discussion

1) What is the role of socially important life skills in the development of society, community, and each person?

2) What documents take into account the development of socially important life skills of an adult (life skills) at the global, European, national, regional and local levels?

3) How to organize interaction with public authorities with the aim of their interest in the implementation of the Program for the development of socially important life skills in Adult Education Centers?

4) What is the mission and role of the Adult Education Center in the development of socially important life skills in the community?

5) What should be in the content of the "Academy of Life: Life Skills" Program for adult community members, taking into account the provisions of the Manifesto on Adult Education in the 21st Century?

6) Suggest directions to be implemented by the "Academy of Life: life skills" Program.

7) What is the role of the implementation of the "Academy of Life: life skills" Program during the COVID 19 pandemic?

8) What is the danger of unprofessional development of socially important life skills?

9) What basic needs and personal motives for the participation of the members of the Adult Education Center team do you know, and can also be successfully implemented within the framework of the proposed program?

5a. Possible group assignments

1) Study the Concept and Charter of the Adult Education Center as an organization in order to determine its strengths and weaknesses in order to achieve the set goal and objectives. Formulate how you can enhance the educational potential of the Adult Education Center (10 minutes).

2) The team of the Adult Education Center decides to organize 10 educational sessions for the target audience. Brainstorm 10 topics that seem most important to you for your target group (10 minutes).

3) Having studied the charter of the Adult Education Center and additional information about the country and region of its operation, make a list of funding sources or organizations that can become financial donors and information partners of the educational product.

4) Do you know sponsors or foundations that could provide resources for training?

5) Do you know how (and is it possible) can you get support from the state for the implementation of this Program?

6) What are the steps in the roadmap that you will take to develop the Academy of Life: life skills program?

7) What help can the city community provide to the Adult Education Center?

8) During the development of the "Life Academy: Life Skills" Program, what additional benefits can members of the Adult Education Center team receive?

5b. Discussion

After reading a real example and the results of solving the problem, discuss how to improve the implemented case, make recommendations (20 minutes).

6. Real solution example

The public organization "Center for European Adult Education" in the city of Nikolaev has created the "Academy of Life: life skills" program.

The program consisted of two parts:

1) In the course of the study, the educational needs of adult citizens of Nikolaev were identified, which formed the basis for the goals and objectives of the program, the characteristics of the target group work, and methods of interaction. Research methods included interview, surveys, questioning, analysis of documentation, expert assessment.

2) The educational program "Academy of Life: lifeskills" consists of 10 meetings with experts, lecturers and trainers of different approaches. Meetings – lectures, trainings, master classes, interviews, consultations, social games, exhibitions – were held both offline and online.

The Program developed by "Academy of Life: lifeskills" consisted of several topics in accordance with 9 social life skills, which are formulated in the Recommendations on LifeComp Key Competencies by Activity[3]. To implement the Program, we have invited representatives of the authorities and providers of adult education – everyone, the solution of these problems may depend on.

Each group of members of the Adult Education Center team was engaged in the development of activities and called for cooperation from everyone, who could influence the development of a certain skill. The vector and content were determined as a result of monitoring the educational needs of community members.

The development of the Program took into account European and Ukrainian legislative documents.

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[3]   https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reportslifecomp-european-framework-personal-social-and-learning-learn-key-competence

The program included the following topics:

1) "Meeting with a family doctor: life during the quarantine";

2) "How to start your own business";

3) "Personal finance management";

4) "Managing your real estate: changes in legislation" (rent, donation, will);

5) "Your electronic offices" (banks, hospitals, Pension Fund, utilities payment);

6) Safe City (a child, a woman, family safety);

7) "Media security of an adult" (cyberbullying, computer viruses, fake, cyber grooming);

8) "Positive Thinking: 10 Practices for a Happy Human Life";

9) "Magic of the morning: the morning of a modern man";

10) "How to cope with grief in the family".

Course results:

● About 400 participants took part in classes, social games and exhibitions;

● 26 participants received individual consultations from doctors in quarantine;

● 17 participants signed up for computer literacy courses;

● 30 participants received legal advice on the management of their property (rent, donation, will);

● 93% of participants confirmed in the survey that they see the need to develop socially important life skills after participating in the activities of the Program.

The real course has been successfully implemented by the Adult Education Center with the support of:

● Nikolaev City Executive Committee,

● Association of Ukrainian cities,

● Expert and Public Council under the Nikolaev City Executive Committee,

● Public Council on Adult Education under the Department of Labor and Social Protection of the Population under the Nikolaev City Executive Committee,

● Nikolaev Academic Art Russian Drama Theater.

The program "Academy of Life: life skills" within the framework of the project "Year of Non–Formal Adult Education in Nikolaev" in the competition of the International Public Organization "European Assembly of Women–Deputies" "Best Women's Initiatives for the Democratic Development of Local Communities" in the "Education" nomination took the first place.

Financial sources for the implementation of the program and information partners:

● Nikolaev City Executive Committee – financial support for the project.

● Nikolaev City Executive Committee, Department of Labor and Social Protection of Population, Department of Economic Development of Nikolaev City Executive Committee, Association of Ukrainian Cities, Nikolaev Academic Artistic Russian Drama Theater, Nikolaev Regional Universal Scientific Library – premises, equipment.

● Ukrainian Association for Adult Education – methodological support.

● Expert and Public Council under the Nikolaev City Executive Committee – advocacy support.

● Public Council on Adult Education under the Department of Labor and Social Protection of the Population under the Nikolaev City Executive Committee – advocacy support.

● Commercial Medical Center "Panacea" – speakers interested in promoting the center.

● NGO "Center for European Adult Education" – communication, reporting, accounting of the Program.

● TV company "Mart", TV channel TAK – TV – promotional programs and interviews.

● City newspaper "Evening Nikolaev" – coverage of the implementation of the Program.

7. Additional information for the trainer

At the turn of the century, the phenomenon and definition of the "life skills" concept is being actively explored, and an educational technology called "Education Based on the Development of Life Skills" has emerged (LES)[4].

Life skills – literal translation from English. Life skills. But in English, "skills" means not only skills worked out to automatism, but also the ability to do something. According to the WHO definition, life skills are the ability to adapt, behave positively and overcome the difficulties of daily life.

There is no clearly defined list of life skills, there are about twenty of them: decision–making skills; communication skills; skills in expressing and managing feelings; critical thinking skills; skills of awareness of negative influences and pressure from other individuals, as well as skills of resistance to them (the ability to say "no" to drugs, alcohol, tobacco smoking, early sexual relations, etc.); goal setting skills, etc.

There is no single generally accepted classification of life skills. Most often, they are combined into two groups – internal personal (psychological) and interpersonal (communication) skills. Internal personalities are divided into intellectual (cognitive) and emotional–volitional[5].

The European Association for Adult Education is implementing the Life Skills for Europe (LSE) project. It aims to improve the provision of basic skills in Europe by explaining, further developing and improving the approach to life skills. The ultimate beneficiaries of the project are representatives of vulnerable families, refugees and people who resist "foreigners" and intercultural exchange. The LSE project explains, develops and refines an approach to life skills to support three different groups:

● representatives from unreliable families who have few opportunities to escape from the low skills trap. They often lack the

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[4] http: //llt.multycourse.com.ua/ua/page/18/29

[5] http://llt.multycourse.com.ua/ua/page/19/105

know–how for access to social services, adequate health care that goes beyond urgency, and democratic participation;

● refugees who need not only to learn the language for communication, but also to acquire knowledge on how to adapt to life in a new country;

● the "indigenous" population of Europe, which reacts aggressively to "foreigners" due to xenophobic and violent actions.

With high youth unemployment, rapidly changing labor market conditions, technological progress, globalization, persistent social inequalities and tensions in many countries, governments are prioritizing work and life skills development through technical and vocational education and training.

The COVID–19 pandemic has disrupted lifestyles, leading to important changes. In the current situation, it is especially important that citizens can reflect and develop their personal, social competencies, reveal their dynamic potential, self–regulate their emotions, thoughts and behavior, build meaningful lives and cope with difficulties as successful people, responsible social agents and reflexive learners throughout all life.

8. Handouts for participants' answers

● Instructions for conducting the case, including the procedure and timing of the exercise.

● Observation protocol (form for recording examples of behavior).

● Assessment Forms for Expert Observers.

● Instructions for participants.

9. Useful links

● The European Association for the Education of Adults (EAEA). URL: https://eaea.org/

● Manifesto for Adult Learning in the 21st Century: The Power and Joy of Learning. URL: https://eaea.org/our–work/influencing–policy/manifesto–for–adult–learning–in–the–21st–century/

Adult education is the main means to meeting the challenges that Europe faces today successfully.

● EAEA GRUNDTVIG AWARD 2019.

URL: https://eaea.org/?s=EAEA+GRUNDTVIG+AWARD+2019.

With the EAEA Grundtvig Award 2019, EAEA aims to raise awareness at a European level about the importance of promoting life skills in adult education.

● The Project OpenITup.

URL: https://eaea.org/2019/07/26/eaea–grundtvig–award–winner–developing–entrepreneurial–skills–with–online–courses/

The OpenITup project solves a very urgent problem of the modern labor market: unemployment. It promotes the idea of entrepreneurial thinking and self–employment as a solution to high demand for jobs and low labor market capacity.

● The Project Innovative Curriculum on Soft Skills for Adult Learners (ICARO). URL: https://eaea.org/2019/07/30/successful–partnership–to–address–unemployment/

The Innovative Soft Skills Curriculum for Adult Learning Project aims to develop an individualized curriculum tailored to the needs of each participant to ensure their (re) integration into the labor market. ICARO has worked with unemployed adults who have not been trained for a long time, people with low qualifications and people who face difficulties in accessing the labor market.

● The project "Street University" URL: https://eaea.org/2019/07/23/eaea–grundtvig–award–winner–taking–learning–out–of–the–classroom–in–italy/.

The problem that the Street University project aimed at was to attract adults to education, to solve the problems associated with the provision of education that would be convenient, attractive and meaningful for students.

● LifeComp The European Framework for Personal, Social and Learning to Learn Key Competence. URL: https://ec.europa.eu/jrc/en/publication/eur–scientific–and–technical–research–reports/lifecomp–european–framework–personal–social–and–learning–learn–key–competence.

LifeComp offers a conceptual framework for the Personal, Social and Learning for Learning core competency for education systems, students and learners in general.

● Life Skills program / life skills. URL: http:// www.uaod. org. ua/novini/akademiya–jitty.

The goal of the Lifeskills Academy of Life Program is to develop socially important life skills of adult citizens of Nikolaev, which allow them to take part in the development of the city and improve the quality of their life.

● Center for European Adult Education. URL: https://www. facebook.com/groups/1239795879377961/.

The goal of the Public Organization "Center for European Adult Education" is the development of a non–formal adult education system for the community of Nikolaev, which learns throughout life; promotion of adult learning, access to non–formal adult education, participation in it of target groups which need it most.

Case «PUBLIC COUNCIL FOR ADULT EDUCATION AT THE CITY HALL»

By: Olena Pehota

1. The Goal – showing public activists and active citizens the ways of interaction with government authorities and other institutions for the development of non–formal adult education in the community. This helps to solve problems aimed at fulfilling the right of every adult to lifelong learning, taking into account his personal needs. This takes into account the priorities of sustainable development of society and the needs of the economy.

2. Focus – Sustainable Development Goal № 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

3. Objectives for achieving the SDG's: 4.7; 4.8; 8.2; 8.3; 9.C.

4. Description of the problem situation

Improving the quality of the city's community life is possible on condition of organizing the educational space "Community that studies". One of the instruments of such a space is the creation of the Council. The Council coordinates the work of the city's public organizations that implement educational programs for educating adults with the help of tools of public influence on government bodies and other institutions. The purpose of the Council is to use the potential of the educational space of the city, aimed at the development of non–formal adult education (hereinafter referred to as NAE) in it. Its work creates opportunities for community members both for their sustainable development and for improving the quality of life of the city as a whole.

Non–formal adult education both in Nikolaev and in Ukraine as a whole has its own characteristics:

● lack of a legal framework;

● the framework legislation is not supported by normative legal acts;

● there is no systematic monitoring of the adults educational needs;

● there is no unified system of information exchange between providers of adult education and the state;

● lack of coordination between structures of different levels involved in solving the problems of development of NAE in the city.

Unfortunately, despite the fact that Article 18 "Adult Education" has been introduced into the Law of Ukraine "On Education" (2017), there is currently no legislative field for solving this problem, namely the Law "On Adult Education" and by–laws. Therefore, the development of NAE on the part of the state is one of the most important factors in improving the quality of life of a person and society as a whole.

The development of the Council's Work Plan begins with monitoring the educational needs of an adult in order to determine its content and directions of NAE in the community.

5. Issues for discussion

1) What documents address the development of NAE at the global, European, national, regional and local levels?

2) What documents regulate the interaction of civil society with the authorities?

3) What is the mission of the Council in the development of the city's community?

4) What role can the Council play in the development of the city, community and citizen?

5) What is the Council's role during the COVID – 19 pandemic?

6) What instruments can be used to organize the interaction of the Council with state authorities with the aim of their interest in the implementation of the Council's Program aimed at the development of NOV in the city?

7) What should be the content of the Council's work, taking into account the provisions of the Manifesto on Adult Education in the 21st Century?

8) Suggest directions that can be implemented by public organizations that are members of the Council?

9) What is the danger of non–professional ongoing development of NAE in the city?

10) What basic needs and personal motives for the participation of Council members do you know, and can also be successfully implemented within the proposed structure?

5a. Possible tasks for work in groups

1) Review the Manifesto on Adult Learning in the 21st Century for a study of the goals, objectives and content of the GBV.

2) Study the Concept and regulations of the Council in order to identify its strengths and weaknesses in order to achieve the set goal and objectives.

3) Formulate how you can strengthen the potential of public work of the Council's on the development of NAE (10 minutes).

4) The participants of the case are invited to set up 10 public organizations to implement different directions of the NAE. Using Brainstorming, write 10 directions that seem most important to you for building community organizations (10 minutes).

5) Having studied the regulations on the Council and additional information about the country and region of its work, make a list of funding sources or organizations that can become financial donors and information partners of the Public Council.

6) Do you know any sponsors and foundations that could provide resources for the work of the Council?

7) Do you know how to get support from the state for the work of the Council?

8) What is the sequence of steps in the road map that you will take to create the Council?

9) What help can the city community provide to this Council?

10) What additional preferences can its members receive during the establishment of the Council?

5b. Discussion

After reading a real example and the results of solving the problem, discuss how to improve the implemented case, make recommendations (20 minutes)

6. Real solution example

The public organization "Center for European Education for Adults" initiated the creation of the Public Council on Adult Education under the Department of Labor and Social Protection of the Population of the Nikolaev City Executive Committee. The Council includes 15 public organizations that are engaged in non–formal adult education:

● Nikolaev regional branch of VAOMS "Association of Ukrainian cities",

● Association "Innovation Cluster" Regional Innovative HUB ",

● Nikolaev Regional Library Association,

● Public organization "Center for European Adult Education",

● Public organization "Nikolaev Press Club",

● Public organization "Development Fund of the city of Nikolaev",

● Public organization «Youth Fund "New Choice"»,

● Public organization "Federation of amateur Nikolaev theaters",

- Public organization "International Research University",
- Charitable foundation "Laska" and others.

This contributed to the formation and implementation of policies in the sphere of adult education, the development of the Strategy and Concept for the development of NAE in Nikolaev. They are based on an analysis of existing forms and practices of NAE, the results of a study of the educational needs of residents of the city and the region, analysis of the effectiveness of various forms of NAE.

The council has developed a work plan in accordance with International Standards, taking into account the needs of the city's community.

The plan consisted of two parts:

1) In the course of the study, the educational needs of adult citizens of Nikolaev were identified. They formed the basis for the goals and objectives of the Council's Plan, the specifics of its work, methods of interaction with the authorities, other public councils at the mayor's office, and public organizations. Research methods – interviews, interviews, questionnaires, documentation analysis, expert assessment.

2) The work plan of the Council consists of 12 sessions – discussions, master classes, conferences, round tables – held both offline and online.

The plan included the following topics:

1) Development of non–formal adult education in Nikolaev: history, legislation, trend, role in the community.

2) Development of media competence of an adult in the digital century.

3) Human media safety in the modern world.

4) Development of the socio–economic competence of an adult: training of public prefects.

5) Development of entrepreneurial competence among residents of Nikolaev in the context of global transformation of society.

6) 5G technology: trends of modern speech in the audience of adults.

7) Financial literacy of an adult.

8) The role of the Library Association in adult IT education.

9) Mission of theater in adult education.

10) Self–organization of citizens in conditions of self–isolation: quarantine in Nikolaev style.

11) Training in combating family and gender–based violence in the community of Nikolaev.

12) Conference "Educational needs of an adult in a modern city".

The results of the work of the Public Council:

● 247 people took part in 12 meetings of the Council, namely: public activists, government officials, providers of adult education, city council members, etc.

● Two sessions were held online using the ZOOM program.

● The first city competition of projects in the sphere of adult education was held, where 12 public organizations of the city presented their initiatives.

● Based on the results of the competition, the winners in the following nominations were determined:

−"The best educational project to revitalize local communities";

−"The best educational project for older people";

−"Best educational project to promote employment or develop social entrepreneurship";

−"The best educational project in media education".

● 17 participants took part in the competition for adult education projects in 2021.

● 6 participants received individual consultations on the conditions for the creation of such public organizations.

● 30 participants received legal advice from a lawyer on the legislative framework for the activities of public organizations.

● 93% of participants confirmed in the survey that they see the need for the work of the Council after participating in its meetings and events.

The Council's work plan was successfully implemented with the support of:

● the deputy commission on health protection, social protection of the population, education, culture, tourism, youth and sports of the Nikolaev city council;

● Department of Labor and Social Protection of the Population;

● Department of Public Relations;

● Department of Economic Development;

● Association of Ukrainian cities;

● Expert and Public Council under the Nikolaev City Executive Committee;

● Collegiums of public councils at the Nikolaev city executive committee.

Financial sources for the implementation of the program and information partners:

● Nikolaev City Executive Committee, Department of Labor and Social Protection of the Population of the Nikolaev City Executive Committee, Association of Ukrainian Cities, Nikolaev Academic Artistic Russian Drama Theater, Nikolaev Regional Universal Scientific Library – premises, equipment.

● Ukrainian Association for Adult Education – methodological support.

● The expert public council under the Nikolaev City Executive Committee – advocacy support.

● The Collegium of Public Councils at the Nikolaev City Executive Committee – advocacy support.

● NGO "Center for European Adult Education" – advocacy support, communication.

● TV company "Mart", TV channel TAK–TV – promotional programs and interviews.

● City newspaper "Evening Nikolaev" – coverage of the work of the Public Council on Adult Education.

Problems that were not sufficiently resolved during the implementation of the Plan:

● insufficient coverage of the target audience;

● the problem of perception of the age category by the target audience (rejection of the phrases "golden age", "third age", etc.).

Additional information for the trainer

For almost 30 years of independence in Ukraine, there is an issue of interaction between the authorities and the public. In this situation, the role of public institutions in the development of civil society, namely public councils, including those on adult education, is significantly increasing.

According to the Resolution of the Cabinet of Ministers of Ukraine № 996 "On ensuring public participation in the formation and implementation of state policy", public councils have 3 main tasks:

● analysis of draft decisions and decisions taken by ministries;

● monitoring the implementation of plans, policies, provision of services, etc.,

● organization of public consultations.

Despite the declared goals of the authorities to work according to the principles of openness and transparency, representatives of civil society do not yet see a change in the situation in the process of taking the public's voice into account in making official decisions.

Conducting consultations with the public is designed to facilitate the establishment of a systemic dialogue between the authorities and the public, improve the quality of preparation of managerial decisions on important issues of state and public life, taking into account the views of citizens, and create conditions for their participation in the development of draft decisions. The mentioned problem in Ukraine is in deep crisis.

For this purpose, in accordance with the current legislation of Ukraine, consultative and advisory bodies (public councils) are created. They are formed to facilitate the participation of citizens in the formation and implementation of state policy under the executive authorities and local government bodies.

About 500 councils have been created in Ukraine. However, there are community councils for adult education units.

Public councils were created at local government bodies in Nikolaev. The most active at present are the Expert and Public Council of the Executive Committee of the Nikolaev City Council, the Public

Council on Adult Education, the Public Council on Tourism Development, and the Public Council of the Nikolaev Real Estate Market.

7. Handouts for participants' answers

● Instructions for those conducting the case, including the order and timing of the exercise.

● Observation protocol (form for recording examples of behavior).

● Evaluation forms for expert observers.

● Instructions for participants.

8. Useful links

● The European Association for the Education of Adults (EAEA). URL: https://eaea.org/

EAEA – a European non–governmental organization whose purpose is to connect and represent European organizations directly involved in adult education. EAEA promotes adult learning, access to and participation in non–formal adult education for all, especially groups that are currently underrepresented.

● EAEA GRUNDTVIG AWARD 2019.
URL: https://eaea.org/?s=EAEA+GRUNDTVIG+AWARD+2019.

With the EAEA Grundtvig Award 2019, EAEA aims to raise awareness at a European level about the importance of promoting life skills in adult education.

● Manifesto for Adult Learning in the 21st Century: The Power and Joy of Learning. URL: https://eaea.org/our–work/influencing–policy/manifesto–for–adult–learning–in–the–21st–century/

Adult education is central to meeting the challenges that Europe faces today successfully.

● LifeComp The European Framework for Personal, Social and Learning to Learn Key Competence.
URL: https://ec.europa.eu/jrc/en/publication/eur–scientific–and–technical–research–reports/lifecomp–european–framework–personal–social–and–learning–learn–key–competence

LifeComp offers a conceptual framework for the Personal, Social and Learning for Learning core competency for education systems, students and learners in general

● The Project OpenITup.
URL: https://eaea.org/2019/07/26/eaea–grundtvig–award–winner– developing–entrepreneurial–skills–with–online–courses/.

The OpenITup project – the winner of the competition – solves a very urgent problem of the modern labor market: unemployment. He promotes the idea of entrepreneurial thinking and self–employment as a solution to high demand for jobs and low labor market capacity.

● The Project Innovative Curriculum on Soft Skills for Adult Learners (ICARO). URL: https://eaea.org/2019/07/30/successful– partnership–to–address–unemployment/.

Winner of the National Project Competition, the Innovative Soft Skills Curriculum for Adult Learning Project aims to develop an individualized curriculum tailored to the needs of each participant to ensure their (re) integration into the labor market. ICARO has worked with unemployed adults who have not been trained for a long time, people with low qualifications and people who face difficulties in accessing the labor market.

● The project "Street University".
URL: https://eaea.org/2019/07/23/eaea–grundtvig–award–winner– taking–learning–out–of–the–classroom–in–italy/.

The problem that the winner of the competition, the Street University project was solving, was to attract adults to education, to solve the problems associated with providing education that would be convenient, attractive and meaningful for students.

● Public Union "Ukrainian Association for Adult Education". URL: http://www.uaod.org.ua.

Public Union "Ukrainian Association of Adult Education" is a non–profit public association, the formation and development of the adult education system in Ukraine, the formation of a society that learns throughout life.

● Public Council for Adult Education in Nikolaev.

URL: https://www.facebook.com/osvitadoroslyh/?eid=ARCIAIao – Idja gs – jbZhpxfsLmWEPvHdm50E8lWaX3OJUcV6M5vuMas0GDQFfpv xjinE–bFH13sOt

The Public Council for Adult Education was created to facilitate community participation in solving the problems of non–formal education in Nikolaev.

● Center for European Adult Education.
URL: https://www.facebook.com/groups/1239795879377961/.

The goal of the Public Organization "Center for European Adult Education" is the development of a system of non–formal adult education for the formation of the community of Nikolaev, which learns throughout life; promotion of adult learning, access to their non–formal education, participation in it of target groups who most need it.

GOAL 5: GENDER EQUALITY

Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.

Case «GENDER POLICY AS A MEANS OF FIGHT FOR ENERGY RESOURCES»

By: Tatiana Folvarochna

1. The Goal – to identify typical gender issues related to women's involvement in the energy sector.

2. Focus – Sustainable Development Goal № 5: Achieve gender equality and empower all women and girls. Other SDGs involved: № 1; № 7; №. 12.

3. Objectives for achieving the SDG's: 1.2; 5.7; 7.1; 12.1.

4. Description of the problem situation

Energy is essential to the daily needs of women. Given that they are responsible for most of the work in the household access to energy makes a significant difference in terms of quality of life, including health.

Vulnerable groups, such as poor and elderly women in rural areas, often face energy barriers as well as health problems from collecting and burning wood – as they are the primary producers and users of energy in the household. Mostly they are considered only in the context of the role of a housewife, mother.

Being actively involved in the energy sector at the household level, women are practically not represented in industries producing modern renewable energy sources.

Now in Ukraine women make up only 24% of all full–time employees working in the extractive industry. For comparison, women make up 54% of the entire workforce in our country. These are not only officially employed women, but also those who are on maternity leave, have the status of a housewife, and are economically inactive.

In the energy sector, there are barriers to career advancement for women. Scientists call this phenomenon a "glass ceiling" – these are invisible, informal barriers that limit the advancement of women to leadership positions due to the influence of "traditional male fields of activity". Other researchers see the reason for this phenomenon in the effect called "sticky floor" – a conditional definition of a situation when, after entering a certain profession, women seem to stick to lower positions and move up the career ladder more slowly than their male colleagues. This is why the gender wage gap is the largest in the energy sector.

It is no secret that in the extractive industry, women, on average, earn almost half as much as men. This is due to the fact that women still cannot work in certain positions, which provide for additional payments for harmful working conditions. Therefore, their positions are not actually classified as entitling to social protection. This is an additional argument to reconsider any restrictions on the employment of women in the energy sector.

5. Issues for discussion

1) What recommendations can be offered for attracting more women to employment in the energy sector so to solve the problem at the national level?

2) What is the relationship between gender equality and discrimination against women in the energy sector?

3) What are the typical causes of gender imbalance in energy in your country?

4) What positive results can the energy sector as a whole receive, provided gender equality?

6. Possible / real example of a solution

Recommendations for attracting more women to work in the energy sector include:

● motivating girls to get an engineering degree;

● creating comfortable working conditions for women in energy enterprises (teleworking opportunities and flexible working hours for workers with family responsibilities, fair distribution of overtime work, women–friendly work uniform);

● increasing opportunities for professional development;

● introduction of leadership programs, mentoring programs, popularization of the successful experience of women in the energy sector;

● removing any barriers to senior appointments;

● use such concepts as gender goals, strategies, gender development of employees at work.

7. Additional information for the trainer

One of the key aspects of sustainable development is ensuring universal access to affordable, reliable, sustainable and modern energy. The interrelation of gender equality, raising the level of the country's integrated economic development by promoting women's education, employment and economic and political empowerment is one of the most promising strategies for sustainable development. Promoting the economic empowerment of women offers excellent opportunities for sustainable growth. With the active role of women as a business entity, not only can economic growth be accelerated, but also broader development can be fostered by creating synergies between efforts to build resilience, cope with the effects of climate change and create opportunities for adaptation.

According to the researchers, lack of a gender approach in energy policy can undermine the efficiency and sustainability of the respective projects. Lack of an assessment of gender factors impact on energy policy leads to an incomplete assessment of the situation and underestimation of risks, the impact of actions on women and men. The education system promotes the reproduction of traditional gender stereotypes through vocational guidance for young people, limiting girls' access to the energy sector.

Women play a vital role in the production, distribution and use of energy. The use of this experience will help more efficient implementation of energy projects. On a larger scale, energy policies can

stimulate national development and play a vital role in reducing poverty and the negative impacts of climate change.

8. Useful links

● Gender Issues and Development. Stimulating development through gender equality in rights, in the availability of resources and the ability to express their interests / Transl. from English. – M: Publishing House "Ves Mir", 2001. – 408 p.

A World Bank study analyzes various dimensions of gender inequality and their impact on country development. The concept of "gender equality" is examined in detail, the characteristics and causes of gender inequality in different countries and regions are compared, the costs of discrimination against women and girls in fundamental rights, in access to education, loans, participation in public life are considered. Based on the research results, a strategy has been developed that determines how, in the process of economic development, through investments, reduction of discrimination and creation of equal opportunities for people, to ensure gender equality.

● UNIDO (2018). Sustainable energy solutions and clean technologies in Eastern Europe, the Caucasus and Central Asia. Fresner, J., Krenn, C., Schoening, S. United Nations Industrial Development Organization Report, Vienna, Austria.
URL: https://www.unido.org/sites/default/files/files/2018–12/ SustainableEnergySolutionsCIS_RUS.pdf

● The power of synergy. Interrelation of Gender Equality, Economic Development and Environmental Sustainability: United Nations Development Program. M., 2013. 225 p.

The compendium emphasizes that sustainable development requires the achievement of interrelated economic, social and environmental development goals. However, gender equality is an integral part of human rights and a driving force for development to achieve all development goals – is central to this endeavor.
URL: https://www.undp.org/content/dam/undp/library/gender/Powerful Synergies_RUS.pdf

Case «METAMORPHOSES LAB»

By: Rymma Mylenkova

1. The Goal of the case – is to draw attention to the areas of gender discrimination in a particular country; the necessity to involve women and girls in the implementation of projects, since their role in the spheres of culture, art, information technology, etc. is often underestimated; to see new opportunities that can be used in order to influence society through culture and art as the main spheres of social influence.

2. Focus – Sustainable Development Goal № 5: Achieve gender equality and empower all women and girls

3. Objectives for achieving the SDGs: 5.1; 5.5; 5.8.

4. Description of the problem situation

It is known that in the past two decades the gender order has been reformed towards equalising social opportunities (statuses, positions) of men and women in the post–Soviet countries. At the same time, international organizations in some areas record a shift, on the contrary, towards deepening inequality (gender gaps) between them.

According to the UN, "there is not a single region, country or culture in which women are not subjected to violence". According to the 2016 Gender Inequality Index, Ukraine is recognized as the worst country for women in Europe, along with Turkey, Vietnam, Argentina and Mongolia on a global scale.

What if not only politicians but civil activists and artists speak out about gender equality? What will their influence be? International organizations that fight for human rights decided to set up a project where art workers from Armenia, Moldova, Azerbaijan, Germany, Georgia, Russia and Ukraine will immerse society in a wide feminist theme – the status of women in art and related institutions, sexual violence, prostitution, identity frameworks, feminist metaphor, social hierarchy, etc, by means of contemporary art, literature, music and cinema.

5. Issues for discussion

1) What do you know about #Me–Too and what areas of human rights violations did it affect? Do you think that discrimination against women is particularly widespread in the arts? Is it common in your country?

2) What is feminist art, why did such a concept appear, why is it important for a certain category of people to defend this notion?

3) If your organization received an offer of cooperation and financial support from an international donor to create a project to support women in different areas of art and culture, what areas would you focus on? Is your organization strong enough to do such a project?

5a. Possible tasks for working in groups

1) Without surfing the Net try to formulate 10 main violations of women's rights in the countries of the Eastern Partnership and Russia. (10 minutes).

2) Brainstorm how to make a Creative Lab program (list of possible activities / events) that aims to overcome prejudices against women in creative spheres. (15 minutes).

3) After examining the program of a real project, decide what other areas, in your opinion, could be included in it to make the project more effective. (10 minutes)

6. Possible / real example of a solution

About the project:

The Metamorphoses Lab project is a part of the international project "Metamorphoses. #MeToo and Feminism in East and West", which is being implemented in cooperation with the Goethe–Institut in Ukraine and the Bundeszentrale für politische Bildung (bpb), with the support of the German Federal Foreign Office".

16 artists from Armenia, Moldova, Azerbaijan, Germany, Georgia, Russia and Ukraine are invited to participate.

The project helps to discuss discourses and concepts of feminism in Germany and in the countries of the Eastern Partnership, differences in the perception and spread of feminism by representatives of different generations.

The topics that were revealed in the real project are the problem of objectification and sexualization of women, violence, ecology, cyberfeminism (the influence of female programmers on discrimination on different principles in the Internet space). The art group used exhibitions, discussions, performances, information on the Internet.

Public program events:

● Musical performance "Sound of music" by Anna Shcherbina and Ulyana Bychenkova together with Pidog the opening of the exhibition "Armed and Dangerous";

● Performance "Red Voice" by Varvara Grankova and Diana Burkot and discussion about women in the music industry;

● We can do it ... online! Discussion on the possibilities of feminist mobilization through social media;

● "Bad Sisters, Good Sisters" – screening of the film "Sisters" by V. Petrova and A. Shcherbina and a discussion about women's solidarity against the conservative turn in Eastern Europe with the participation of the philosopher Eva Maevskaya;

● Women sound party.

7. Additional information for the trainer

Top–10 violations of women's rights in Ukraine[6]

1) Lack of women's access to 458 professions.

2) Failure to provide necessary assistance to women victims of domestic violence.

3) Lower pay for women compared to men in the same positions.

4) Derogatory and offensive statements against women from government officials, public figures, media representatives.

5) Comprehensive sexism in advertising, treating women as an object.

6) Assigning the care of children and household work primarily to women.

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[6]https://zmina.info/ru/columns-ru/top10_porushen_prav_zhinok_
v_ukrajini_garjachi_fakti/

7) Consolidation of discriminatory stereotypes against women in children's and adolescent educational programs.

8) "Glass ceiling": low representation of women in leadership positions and in power.

9) Lack of any responsibility of sex industry clients.

10) Insufficient punishment or exemption from responsibility for rape.

About feminist art (Anna Shcherbina, artist, project participant)

"*Feminist art for me is an art that seeks to redefine and / or restructure power relations in favor of equality. At one time, artists introduced new aesthetic approaches to the field of art, now they use any form.*

Feminist art is not focused exclusively on "women", it covers a wide range of topics and issues, keeping pace with advanced philosophical concepts. Here we can talk about the feminine and about the experiences of other unprivileged subjects (and objects), about the revision of the position of the subject (person) in relation to inhuman forms of life and the binary disposition of the subject–object in general, about critical attention to the global influence of capitalism and climate change, etc. And, of course, for feminist art the aspects of production and representation are no less important: art should not be higher, more important than life".

8. Methodological handouts for participants' answers

Such materials can be statistical data on the gender distribution of participants in various spheres of influence, such as politics, culture, art, business in specific countries.

9. Useful links

● Top 10 Women's Rights Violations in Ukraine: Hot Facts URL: https://zmina.info/ru/columns–ru/top10_porushen_prav_zhinok_ v_ukrajini_garjachi_fakti/

An article describing the areas of discrimination – the prohibition of women's access to professions, the failure to provide necessary assistance to women victims of domestic violence, etc.

● Metamorphoses of Feminist Art in Ukraine. URL: https://supportyourart.com/columns/feminismukraine

The article about the project consists of two parts: "On Metamorphoses" and "On Criticism of Metamorphoses". In the first part, we will talk directly about the Metamorphoses Lab and mainly about the performance "Red Voice" shown within its framework. The second part is more theoretical and contains general information.

● An outline of a discussion on women in the music industry and performance as a feminist artistic practice
URL: https://supportyourart.com/words/musicwomen
Interview about performances that took place within the Metamorphoses Lab art laboratory. It is based on musical and vocal elements, references to folk culture, vidmarty and female emancipation.

● Women don't want to. There are few women on the upper levels of power, be it politics or business, this is a fact.
URL: https://www.rbc.ru/magazine/2015/11/56ba1b989a79477d693622 1 Popular article on gender ambiguity.

● Metamorphoses of Feminist Art. Conversation with Anna Shcherbina and Ulyana Bychenkova
URL: http://www.korydor.in.ua/ua/opinions/metamorfozy–femynystskoho–yskusstva–razhovor–s–annoj–shcherbynoj–y–ulianoj–bychenkovoj.html An article on what feminist art is with interviews with project participants

Video about thee project URL: https://www.goethe.de/ins/ua/uk/kul/sup/pdn/mtm.html
A video in English with interviews of the participants on why the issue of women's participation in art is important.

Case RESOURCE «GENDER IN DETAILS»

By: Rymma Mylenkova

1. The goal of the case – provide participants with brief overview on gender and feminist aspects and promote their understanding in the society; show an example of creating an online platform for discussion on gender issues; teach how to create a resource in a popular science format.

2. Focus – Sustainable Development Goal № 5: Achievement of gender equality and empowerment of all women and girls

3. Tasks to achieve SDG: 5.1; 5.2; 5.4; 5.5; 5.8.

4. The description of the problem situation

The idea to create a media about gender came from Anna Dovgopol, who has been working on gender issues at the Heinrich Bioll Foundation since 2012, and followed the developments in the Ukrainian information space. After Euromaidan, interest in gender issues began to skyrocket. There were several resources in Ukraine that wrote about gender, but there was not a single one where one could go to and understand all aspects.

Academic feminism is well developed in Ukraine. There are enough specialists, even though they cannot fulfil themselves fully in Ukrainian universities due to the conservatism of the environment, they are constantly forced to seek grants for their research. One can read about their research in the East European magazine Feminist Critique, but these texts are too complex for a wide audience. On the other hand, there are many journalistic resources, for example "Respect" and lifestyle projects like TheDevochki, but some sites are still in Russian, and the texts are mainly short journalistic articles, columns or interviews.

There was a huge gray area between scientific and popular formats. Therefore, even at the stage of the idea of "gender in details", it was decided that this is a popular science format of materials[7].

The organizers faced the following questions: What can a gender media resource be? What information can be added and what style to use to present the information so it is interesting for everyone and leads to real changes in society?

5. Issues for discussion

1) What facts of gender discrimination against women and men are most often manifested in your country?

2) Why has interest and attention to "gender" and "gender identity" increased so much in recent years?

3) How important is the creation of an online resource dedicated to gender equality in your country? Can an Internet resource become an engine of society change?

5a. Possible tasks for working in groups

Brainstorm a concept idea for an online resource focused on gender equality (15 minutes).

While preparing, answer the questions:

● Who will be the target audience of the project and why?

● What language and style of speech to choose for contact with the audience?

● What headings (directions, topics) do you plan to cover in order to achieve the set task?

● What specialists do you need for this?

1) Visualize the results of the first assignment on paper or digitally and present to the audience (5 minutes).

2) Study the results of the project and its unresolved problems and develop recommendations for their solution (10 minutes).

3) Explore a real site and present the audience with information that was interesting to you (10 minutes to prepare)

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[7] URL: https://medialab.online/news/gender-v-detalyah/

The "Influential" section about women who had or have power and know what to do with it

6. Possible / real example solution

Project results:

● The site "Gender in details" was created. In addition to the site, the project has Instagram, Telegram, and Facebook pages. The content for them is developed separately and does not duplicate the site. It was decided to submit materials through comics, non–academic texts and superlongrid.

● In just three years, Gender in detail was visited by 550,000 people who viewed various articles on the site 175,000 times. The resource is read by people of completely different backgrounds, 40% are women 25–35 years old, from bigger cities.

● Men who visit the resource comprise only 10%. And the percentage of men who became the authors of the publication is even less – only 2–3%. Their texts can be found in the #HeForShe special rubric.

● The topics of gender–based violence, education and enlightenment, corporality, sexuality were investigated. Each of them is a full–fledged book, which contains diverse research and more personal essays.

● Site materials are used both in educational projects and in the preparation of reports for the Supreme Council of Ukraine.

Style:

"I want this place to be comfortable and cozy, emotionally pleasant and warm. So that when new people visit the site, they are not piled on a heap with some terrible information and don't know what to do after reading it. – says Tamara, describing the value of "Gender in details". – I make sure that even texts about such problematic issues as domestic violence give strength and motivation not pressure. This is the first thing that I cherish in the project. And the second is intelligence, rationality in a broad sense. And after that – gender equality".

Financing:

Funding from the Belle Foundation is small but stable. It is enough for all the needs of the editorial office: it is the salary of four workers and the author's royalties. Tamara says that financially, the

situation is comfortable and allows you to work calmly. The edition has no physical editorial board. "It is not necessary. It is a wonderful benefit of the Internet that you don't have to meet in person, but communicate with her very effectively".

Three sections are conducted on a volunteer basis.

Unresolved problems:

"Gender changes are also affecting men, but they have little understanding of it. The patriarchal image of a man is stronger than the patriarchal image of a woman. In addition, women have feminism as an emancipation movement that is one hundred years old and supports them. And men do not have such a movement. Many people think they don't need it". At the moment there is no understanding how to work with this.

Structure of the Gender in Details website:

Sections:
- Topic of the season,
- Library,
- Communities,
- Multimedia,
- News

Special headings:
- Literature;
- Sexuality education;
- "Fearless: They Create Feminism";
- Tips for parents;
- Legal consultation;
- The influential: the world;
- The influential: Ukraine;
- #HEFORSHE – interviews with Ukrainian pro–feminists males;
- #СЕКСИЗМ_ПАТРУЛЬ – control of politicians' statements;
- English–language literature on gender issues in Ukraine.

7.   Additional information for the trainer

- *Top–10 violations of women's rights in Ukraine*

1) Lack of women's access to 458 professions.

2) Failure to provide necessary assistance to women victims of domestic violence.

3) Lower pay for women compared to men in the same positions.

4) Derogatory and offensive statements against women from government officials, public figures, media representatives.

5) Comprehensive sexism in advertising, treating women as an object.

6) Assigning the care of children and household work primarily to women.

7) Consolidation of discriminatory stereotypes against women in children's and adolescent educational programs.

8) "Glass ceiling": low representation of women in leadership positions and in power.

9) Lack of any responsibility of sex industry clients.

10) Insufficient punishment or exemption from responsibility for rape.

- *Violations of men's rights (for discussion)*

1) Men are forced to join the army;

2) Men are more likely to be denied or restricted in their paternal rights;

3) Men are deprived of their reproductive rights, that is, the right to desired fatherhood;

4) Men retire later;

5) Men receive severe sentence for the same crimes;

6) Men are more likely to experience all types of violence;

7) Men are judged for showing emotions.

- *The Heinrich Bjoll Foundation* is a non–governmental resource organization that promotes the democratic agenda and changes public discourse for green democratic development. The foundation is part of the Green Political Movement of Germany and the EU. The Foundation has been operating in Germany since 1997 and over time has expanded its network to 32 regional offices in 60 countries of the world on four continents.

The Foundation is named after the Nobel laureate Heinrich Böll, who practiced principles that are close to us – protection of freedom, civil engagement and tolerance.

8. Handouts for participants' answers

Materials can be statistical data on the gender distribution of participants in various spheres of influence, such as politics, culture, art, business in specific countries. The Internet resource "Gender in Details" can also be used as a resource.

9. Useful links

● Top 10 Violations of Women's Rights in Ukraine: Hot Facts URL: https://zmina.info/ru/columns – ru/top10_porushen_prav_zhinok_ v_ukrajini_garjachi_fakti/

An article describing areas of discrimination – prohibiting women from accessing professions, failing to provide necessary assistance to women victims of domestic violence, etc.

● The rights of men. URL: http://menalmanah.narod.ru/ menrights.html
Popular article in a men's e–magazine about discrimination against men in Russia.

● How the Gender in Details media resource works URL: https://medialab.online/news/gender–v–detalyah/

An article about the history of creation and philosophy of the online platform

● Gender in details. Internet resource.
URL: https://genderindetail.org.ua/ The site is in Ukrainian, which also contains data in English and Russian.

GOAL 6: ENSURE ACCESS TO WATER AND SANITATION

Clean, accessible water for all is an essential part of the world we want to live in.

Case «ENSURE ACCESS TO WATER AND SANITATION FOR ALL»

By: Ghazaros Teknejyan

1. The goal of the case – by this real case the participants will get to know about one of the biggest environmental issues of Armenia and will be able to discuss and find some realistic solution for the case. At the same time the goal of this case is to highlight the importance of our environment and try to raise awareness about water pollution and ecosystem.

2. Focus – Sustainable Development Goal № 6: ensure access to water and sanitation.

3. Objectives for achieving the SDG's: 6.3; 6.5; 6.6; 6.A; 6.B.

4. Description of the problem situation

Lake Sevan (Armenian: Սևանա լիճ, Sevana lich), is the largest body of water in Armenia and in the Caucasus region. It is one of the largest freshwater high–altitude (alpine) lakes in Eurasia. The lake is situated in Gegharkunik Province, at an altitude of 1,900 m (6,234 ft) above sea level. The total surface area of its basin is about 5,000 km^2 (1,900 sq mi), which makes up 1⁄6 of Armenia's territory. Only 10% of the incoming water is drained by the Hrazdan River (only river out of lake), while the remaining 90% evaporates. The lake provides some 90% of the fish and 80% of the crayfish catch of Armenia. Sevan has

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significant economic, cultural, and recreational value. Its sole major island (now a peninsula) is home to a medieval monastery.

LAKE SEVAN

Map prepared by
Environmental Research and Management Center,
American University of Armenia

Lake itself consists of two parts (small and big Sevans, which you can see on the map). Small Sevan in the north of the lake is much deeper and has an older history than the big Sevan in the south. Small Sevan was formed 128,000 years ago. Because of the eruption of the volcanoes nearby 60.000 years ago the new form of lake Sevan was created which exists till nowadays. Since then the level of the water flapped from 1857–1925 meters.

Starting from 1910 there was a plan to reduce the size of lake Sevan by leak aging the water of it. The plan was accepted in 1923 and started to actually be implemented in 1930. This plan was following some main goals: constructions and use of power plants, irrigation of the surrounding lands, use of generated coastal lands for agriculture. Because of that the island of Sevan became a peninsula till now.
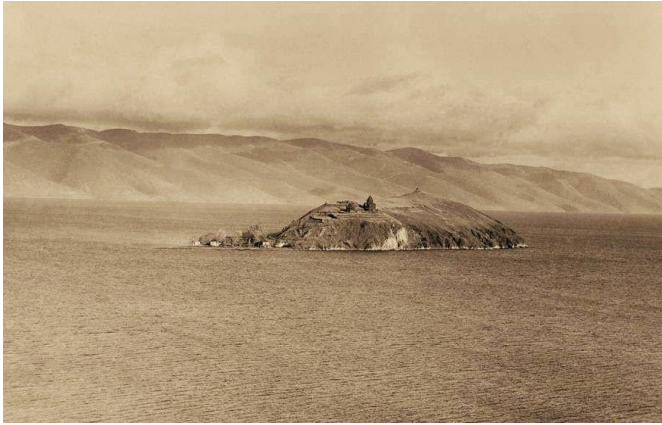
The leakage continued till 1958 and stopped because of noticeable environmental changes. But soon after in 1961 the leakage restarted by the decision of USSR. The first "flourishing" of the lake happened in 1964. "Flourishing" is a process where the lake changes its color becoming green because of raising the quantity of algae. The reasons for "flourishing" can be very different (climate change, leakage, thinning of the hypolimnion layer which is a cold layer of the lake between sunlight and organic layer on the bottom of the lake). "Flourishing" of the lake can be also the first stage of turning the lake into a swamp which could happen

in 1977–78. During that years the level of the lake had already decreased almost 18 meters.
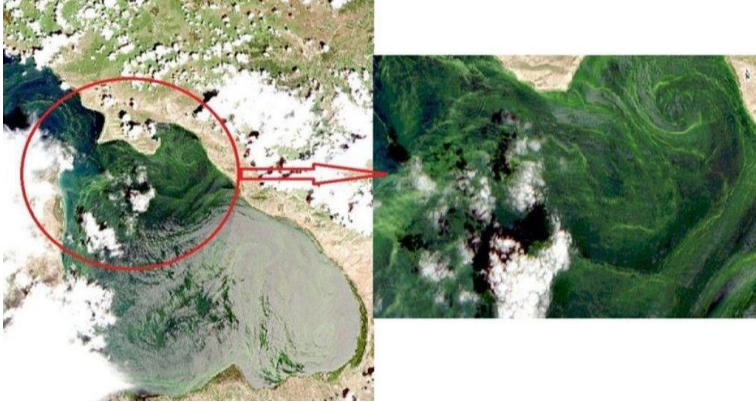
Since then some steps were planned to avoid environmental collapse. In 1981 the Arpa–Sevan tunnel was exploited which was a fast solution to raise the level and stop "flourishing" of the lake. After that changes the depth of the lake started to increase.

Since 1991 along with the independence of Armenia the level of the lake started to decrease again connected with economic crises and blockade, war etc. In this period the only source of food was the fish of the lake. Many species face the threat of extinction or totally disappear.

In 2001 the law of Sevan was adopted. Because of the new regulations the level of the lake increased in 3 meters. At the same time there are still many problems which need to be solved. The main problems are connected with the climate change, the flow of sewage into the lake, low level of water which is the reason of reduction of spaces of some fish eggs, decrease the number of fish and illegal fishing, construction and landscaping of coastal areas which makes more difficult the rise of the level of lake, pollution of the lake and the rivers which flow into the lake, huge level of leakage, big number of organic materials and algae in the lake, thinning of hypolimnion layer etc. All these problems are caused by human beings and can be solved thanks to some effort.

Unfortunately, since 2018 the lake started to "flourishing" again.

20.07.2020

Because of all the problems mentioned above some fish species have totally disappeared and some of them are under the risk of According to the scantiest the minimum level of the lake should be 1903.5 meter (plus 1.5 meter of wave height) to restore water quality.

5. Issues for discussion

● What is the right path and sequence of steps to solve this environmental issue?

● What kind of mechanism or methods would you suggest to restore the natural condition of the lake?

● Is it possible to reach the goal 6 of 2030?

6. Possible / real example solution

The lake itself has an enormous importance for whole Armenia and for the whole region. The freshwater sources are very rare in the whole world and they need to be protected. For this reason, some efforts should be implemented to solve all the environmental problems in the lake and around it. First step should be the raising of the level of the lake. Only in this case we could see some positive changes. Raising the level of the lake we will restore the hypolimnion layer in the bottom of the lake. At the same time, we will also stop the "flourishing" of the lake and the lake will not transform into the swamp. Many species of fish which are

under the danger of extinction will be able to restore their population and the illegal fishing should also be banned. The rise of the water level is possible if the leakage from lake Sevan is reduced. At the same time there should be enough space for raising the level of water. All the coastal areas should be cleaned both from organic and inorganic materials such as trees, buildings, plants, guards etc., otherwise the lake will continue to be "flourished" and there can occur new environmental problems.

Meanwhile, the quality of water should be improved. The lake should be cleaned and all the rivers which flow into the lake should also be cleaned. The sewage from towns and villages nearby and from the hotels and restaurants also should be banned.

7. Additional information for the trainer

The exploring of this study case could be done both in groups, in pairs and also individually. All the participants should read the information carefully and if they need any additional ones they could also read some online sources (some of them you can see below). It is very important that there is no right or wrong answer as the process of solving this environmental issue is still in process. The participants should be free to express their thoughts and also bring some local examples and compare them with this case. It is highly recommended that all the suggestions that they will bring by answering the questions will be justified.

8. Useful links

● General information about the lake/ URL: http://www.worldlakes.org/lakedetails.asp?lakeid=8636.

● Web page of lake Sevan. URL: http://sevanlake.am/en/the–problem–of–lake–sevan/#:~:text=Household%20garbage%20and %20waste,Lake%20ecosystem%20and%20water%20quality.

● Article about environmental problems of Sevan. URL: https://www.armenia–environment.org/proj–page–lake–sevan.

● Government sponsored a report, from 2006, on the importance of the lake to the economy of Armenia. URL: http://www.worldlakes.org/uploads/21_Lake_Sevan_27February2 006.pdf.

● Short film about life in the water of Sevan. URL: https://vimeo.com/5335933

● About ecological problems of the lake. URL: http://sevanpark.am/en/2019/08/01/information–about–the–ecological–state–of–the–lake–sevan–and–realized–steps/

● Article of local newspaper. URL: https://www.civilnet.am/news/2020/06/22/Armenia–Restricts–Fishing–in–Lake–Sevan–Though–Many–Environmental–Concerns–Still–Remain–Unaddressed/388064

GOAL 7: INEXPENSIVE AND CLEAN ENERGY

Energy is central to nearly every major challenge and opportunity.

Case «ENERGY EFFICIENT MULTI–STOREY BUILDING»

By: Nadiya Kostyuchenko, Denys Smolennikov

1. The Goal – create students' understanding of switching to alternative energy to solve the problem of natural resources depletion and environmental pollution as a result of using traditional energy sources.

2. Focus – Sustainable Development Goal № 7: Ensure universal access to affordable, reliable, sustainable and modern energy for all. Other SDGs involved: № 9, № 11, № 12, № 17.

3. Objectives for achieving the SDG's: 7.1; 7.2; 7.3; 7.A; 9.3; 11.1; 11.3; 11.6; 12.C; 17.17

4. Description of the problem situation

Most apartment buildings in the post–Soviet countries are characterized by low energy efficiency. In total, there are 7 classes of energy efficiency of buildings (from A – "high" to G – "low").

For example, a residential apartment building in Kiev (Ukraine), which was commissioned relatively recently (2004), is characterized by an energy efficiency class F, which means significant losses of thermal energy into the environment. The building has central heating, and heating bills are increasing every year, becoming a burden for residents. Traditional sources of heat energy for district heating are non–renewable energy resources, mainly coal, fuel oil and natural gas.

Another problem is the constant increase in electricity tariffs, as a result of which housing maintenance offices (ZhEK) and associations of co–owners of apartment buildings (OSMD) begin to save on lighting the adjacent territory, which often remains unlit in the dark, which causes an increase in crime in the area and significantly reduces the quality of life of the residents of the house.

5. Key points for discussion

1) What measures, in your opinion, can be taken to increase the energy independence of an apartment building and improve its energy efficiency class?

2) What effect can each of the actions have?

3) How and what sources can you raise funds from for the implementation of your investment project, which would improve the energy efficiency class of a residential building?

4) How do you propose to solve the problem of lighting the local area?

5a. Additional questions

1) If you are planning to install solar panels for power generation, did you know that you can sell the generated electricity at a higher (so–called "green") tariff?

2) Does your country have a similar special ("green") tariff for energy produced from alternative sources? What is the average savings from such a tariff compared to the tariff for energy from traditional sources?

6. Possible / real example of solution

The Kiev association of co–owners of the Oberig upon Poznyaki apartment building (16 Nikolay Bazhana Avenue, Kiev, Ukraine) is known for its successful energy efficient projects. Its example inspires not only residents of Kiev, but also other cities of Ukraine.

Here are some figures: the tenants of the house pay for heating almost three times less than in neighboring similar houses. In addition, this apartment building is becoming less dependent on district heating every year.

What is so unusual about this house on Nikolay Bazhan Avenue, 16? On the roof of the house there is a wind power station of 9 wind

turbines, there are 135 solar panels on the facade and geothermal and air heat pumps for autonomous heating of the building are located in the basements.

The house is not new, it was commissioned in 2004. This is a block of 422 apartments and 26 non–residential premises (the total heated area is more than 40 thousand square meters). At the time of the energy efficiency project implementation, the house was considered the energy efficiency class F.

At the first stage of the project to improve the energy efficiency of a residential building, the windows and doors were replaced, the entire facade of the house, the individual heating point, the basement, pipes and valves were insulated, the entire heating system was cleaned and partially reconstructed, and thermostats were installed on radiators. This made it possible to reduce heat consumption from 5,440 Gcal (this was the amount consumed by residents of an apartment building before) to 2,429 Gcal (in 2018). The common areas were equipped with motion sensors, and the light bulbs were replaced with LED ones, which made it possible to save about 100 thousand UAH per year.

After the first stage of modernization, the building's energy efficiency class increased to level C

The next stage of the project was the introduction of measures to reduce the cost of heating. The plans are to reduce heat consumption by 70–80% of the initial indicators, then by half, with the prospect of further abandoning central heating. According to Valery Nikitchenko, the head of the association of co–owners of this apartment building Oberig na Poznyaky, "unique things were involved in the framework of an integrated project for a multi–storey building: such as distributors, a wind farm on the roof, horizontal windmills, solar panels, concentrators, geothermal and air heat pumps".

Ground source heat pumps are used for the first stage of water heating (heat pumps take heat from wells up to 30 meters deep). Water accumulates in insulated tanks with a volume of 27 cubic meters located in the basements of the building, as a result of which the tanks are able to maintain temperature for a long time. In addition, four storage tanks with a volume of 130 cubic meters are installed in the basements, which are heated by electric boilers at night at a low tariff. Electricity for heating

water is used from solar and wind energy, for which a wind farm was installed on the roof of the building and solar panels on the facade. As a result, residents of an apartment building have autonomous hot water and heating at a significantly lower tariff than centralized. Since the house is large and there are many hoods on the roof, they plan to erect a metal structure over the entire roof, with additional solar panels to be installed. The association of co–owners of the Oberig upon Poznyaky apartment building does not plan to sell electricity from alternative sources at a "green" tariff, so as not to lose the status of a non–profit organization; in addition, the received energy is necessary for the needs of the house itself.

Upon completion of all planned works, the building is expected to be upgraded to energy class B.

To implement a project to improve the energy efficiency of an apartment building, investments of almost 31.3 million UAH (more than 1 million euros) were raised. Most of the funds (21.5 million UAH) were raised from the city budget as part of the "70 by 30%" co–financing program, which provides for compensation of 70% of the energy efficiency measures costs. At the same time, 30% should have been the contribution of the residents of the apartment building. "It would not be easy to pay this 30% right away, so we took out a loan from Ukrgasbank and took advantage of the opportunity of compensation – a warm loan," says Valeriy Nikitchenko. Thus, the second tranche was a "warm" loan from Ukrgasbank, as a result of which more than 9.7 million UAH was raised for five years at 21% per annum. As a result, the aggregate contribution of residents of an apartment building was reduced to 3 million UAH. On average, each apartment owner paid 6700 UAH.

The payback period for the entire project is about 10 years.

7. Additional information for the trainer

1) Ask the main questions for discussion immediately after describing the situation.

Ask additional questions for discussion after a certain time after the discussion (about 15 minutes).

2) Description of the story given as an answer to this case:

3) "A multi–story building with solar panels, wind turbines and autonomous heating. We will tell you in detail about this unique project". URL: https://elektrovesti.net/64062_kievskaya–mnogoetazhka–s–

solnechnymi–panelyami–na–fasade–vetryakami–i–avtonomnym–otopleniem–vse–chto–vy–khoteli–znat–ob–etom–unikalnom–proekte.

8. Handouts for participants

Materials can be information handouts about different types of alternative energy (solar, wind, geothermal, biogas), as well as information about the "green" tariff for the sale of energy from alternative sources to the grid. However, they are optional for this case.

Additional information

The vast majority of all the energy that humanity consumes is wasted to maintain the required temperature in buildings and to light them. More details: URL: https://ecolog–ua.com/news/ekologichni–bagatopoverhivky–chy–ye–dlya–nyh–misce–v–ukrayini.

9. Useful links

● Will a solar power plant on a multi–storey building pay off – features of the "green" tariff in Ukraine.
URL: https://ecotechnica.com.ua/energy/solntse/4772–okupitsya–li–solnechnaya–elektrostantsiya–na–mnogoetazhke–osobennosti–zelenogo–tarifa–v–ukraine.html. (Information about the "green" tariff in Ukraine)

GOAL 8: DECENT WORK AND ECONOMIC GROWTH

Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs.

Case «STRENGTHENING WOMEN'S ACTIVITIES IN LOCAL COMMUNITIES»

(promotion of women's economic activities)

By: Tatiana Folvarochna

1. The Goal – increasing women's activity in the economic life of local communities by means of self–employment.

2. Focus – Sustainable Development Goal № 8: Promote stable, inclusive and sustainable economic growth, full and productive employment and decent work for all. Other SDGs involved: № 1, № 4, № 5.

3. Objectives for achieving the SDG's: 1.3; 4.4; 5.4; 5.5; 8.3; 8.5.

4. Description of the problem situation

In Ukraine, as in other countries, women mainly work in retail trade, hotel and tourism sector, education, restaurant business make up the overwhelming majority of full–time workers in these institutions and services.

In recent decades, the existing stereotypes regarding working women have increased in Eastern Europe. Many stereotypes are associated with the perception of women entrepreneurs as male business

men. Women are often not taken seriously, some do not want to negotiate with them, their words are devalued, reducing everything to jokes. Women are reproached for going into business, sacrificing time that should have been devoted to family and children. In rural areas, women also note the negative image of the entrepreneur as a factor that hinders their decision to do business.

Being on maternity leave, women try to start their own business. They initiate the creation of family companies and implement socially significant projects. In cases where women do not want to return from maternity leave to their previous workplace, the best option for both them and the country's economy is self–employment. Therefore, one of the most relevant problems for many single mothers has become the issue of employment and additional earnings.

5. Issues for discussion

1) What is the reason for the low number of women entrepreneurs?

2) What is the evidence of international experience in the sphere of training and support for women entrepreneurs?

3) How to define a promising sphere of self–employment for a woman?

6. Possible / real example of a solution

Key European principles applied in the design of measures to promote the participation of women in entrepreneurship:

● active involvement and responsibility of the country for the measures being developed, as well as the compliance of the recommendations provided with the country's conditions;

● having a long–term vision affecting women's participation in entrepreneurship;

● active involvement of social partners, women entrepreneurs themselves, as well as their organizations and associations, educational institutions, public groups in the development, implementation, monitoring and evaluation of the effectiveness of social partnership;

● peer learning of practitioners and policy makers, both nationally and internationally;

● a balanced and inclusive approach to the development of social policies and their implementation in order to avoid gender division and prevent discrimination of certain groups of the population.

In 2016, in Ukraine, refugees from the Donetsk region, who have experience in entrepreneurial activity, were able to take free training on self–employment and receive up to 650 euros for the development of their business.

A program has been developed in Belarus to train women in the peculiarities of doing socially–oriented business. The training material is based on foreign examples adapted to Belarusian conditions. Belarusian and international specialists (Germany, Great Britain, Netherlands, Belgium) act as trainers and experts.

The European Network for the Promotion of Women 's Entrepreneurship (WES) is one of the European associations whose activities are linked to the priorities of the Small Business Act of Europe. Its members are national government representatives who use it as a platform to discuss policy approaches, report on their successes, and ask each other questions. The network has been in operation since 2000 and reports on a full range of best practices to support women in entrepreneurship.

Since 2009, the European Commission has been running the European Network of Women Entrepreneurship Ambassadors, a pioneering initiative to identify women who can serve as role models and have succeeded in starting their own businesses, and uses them as examples to encourage women of all ages to engage in entrepreneurship.

The network's two hundred and seventy ambassadors from 22 countries are not only a great source of inspiration for women, but also a powerful lobby advocating for government support measures and new social partnerships to promote women's entrepreneurship. Women's stories of their accomplishments and the success of this initiative as an educational method provided a compelling case for further engaging women in promoting entrepreneurship.

The European Parliament draws attention to the fact that women lack opportunities "to manage and develop companies due to gender stereotypes and structural barriers."

This issue has been the subject of a recommendation from the European Parliament urging member states to step up their efforts, for example by creating mentoring, training and support programs for women entrepreneurs, promoting awareness of entrepreneurship opportunities and collecting comparable and comprehensive data on women's entrepreneurship. in the European Union. Parliament recommended "to protect the image of women in all media, thereby eliminating the artificial idea that women are defenseless from nature and allegedly lack the qualities necessary to compete and run a business".

The latest recommendations from the European Commission call on European governments to implement measures aimed at "fulfilling the potential of women and using their skills to the fullest". Particular attention is paid to the intellectual potential of women inventors and innovators, as well as to women who want to start their own business in the scientific and technological field. The European Commission also promotes the creation of women's entrepreneurship support networks to share best practices and information, as well as the creation of tools and structures that provide systematic support to national governments in EU member states for the coordinated and consistent implementation of their policies.

The theme of the international conference of the World Association of Women Entrepreneurs in Yerevan (April 24–28, 2019) was the environment, which includes the following areas: environmentally responsible business, responsible mining, alternative energy and social entrepreneurship. The conference was attended by high–level delegations from 21 countries, representing Armenia, women entrepreneurs, representatives of state and international organizations.

The goal of the international conference was to present successful practices of women's entrepreneurship in different countries, discuss the factors that hinder women's entrepreneurship and the involvement of women in business, establish business contacts with entrepreneurs in other countries, and discuss innovative ideas and promotion of women's entrepreneurship. Surveys conducted in Ukraine show that women often abandon plans to create or expand their own business because they do not have the necessary knowledge in management, strategic planning, marketing, as well as as a result of limited access to finance.

To help women develop their entrepreneurial potential, UKRSIBBANK BNP Paribas Group launched the Women in Business program in Ukraine.

As part of the program, in October and November 2019, UKRSIBBANK held special seminars in major cities of Ukraine – Kiev, Vinnitsa, Kharkov, Odessa, Lvov and Dnipro.

These were not just lectures, but training seminars that provide useful information on the methods of developing a successful business.

7. Additional information for the trainer

Research by the Kaufman Foundation supports the theory that mothers can be great entrepreneurs, and the two are directly related. Businesses headed by women who are mothers generate 12% more profits and are more resilient to financial and market crises than other companies. This is because starting a family and raising children has much more in common with starting and growing a business than one can imagine.

Women have wider panoramic vision than men, while men have narrowed vision. This contributes to the fact that women become more attentive when observing objects. This is manifested in the ability to notice the details of facial expressions, movements, clothes of the partner, as well as in tactical thinking. For men – in strategic thinking, that is, in focusing on more global goals. In addition, the female brain is process oriented, while the male brain is focused on the end result.

The essence of self–employment is that a person finds himself a paid job to meet his personal needs and the needs of his family. He receives remuneration for the material result of his work or for the services rendered, the work performed. The material result of labor can be, for example, a thing made by a craftsman that he put up for sale, or another craft practice of households. As an example, we can cite services for teaching, caring for the sick and the elderly, cleaning premises, transporting passengers, etc. The main activity of the self–employed is the sphere of consumer goods, services, and work.

International research confirms that women's professional skills and experience as entrepreneurs contribute to a vibrant economy. Gender balance in business helps to understand the needs of different categories of clients better, and in large organizations it contributes to a quality decision–making process.

World leaders strive to help women combine business and parenting effectively, provide an opportunity to develop and take their first steps in business boldly. Support for women and the belief that they are capable of changing society are becoming a global trend.

8. Useful links

● Samedova E.R. Development of women's entrepreneurship in Azerbaijan // Rossiiskoe. Entrepreneurship, 2017. Volume 18. № 9. URL: https://www.researchgate.net/publication/317257873_Razvitie_ze nskogo_predprinimatelstva_v_Azerbajdzane.

The article examines the female and male style of doing business, it is noted that the female model is distinguished by a tendency to smooth out conflicts, the ability to see all the details at once and combine several types of activities. This article reveals the gender motivation of women to run an entrepreneurial business. The assessment of the current state of women's entrepreneurship is given and ways of removing barriers that hinder the development of women's entrepreneurship are shown.

● Three EU projects supporting small and medium–sized businesses in the Eastern Partnership countries:

1) EU4Business.

One of the goals of the program is to improve the health of the business environment and help entrepreneurs cope with the difficulties of starting a small or medium–sized business. The program's website describes issues such as limited access to funding, lack of skills to develop startups, legal burden, corruption, political instability, and more. Therefore, experts from EU4Business work together with economic organizations and banks to develop effective strategies for small businesses and implement the Small Business Act for Europe in partner countries. Moreover, they initiated programs to help individual companies and associations learn good practices, draw up business plans and gain knowledge to improve their competitiveness in the EU market and beyond. To find out how to participate in the program and how the EU4Business project is helping companies access finance, visit the website, which is available in all languages of the EaP countries.

2) *Women in Business*.

The project was created by the European Bank for Reconstruction and Development. The authors believe that women entrepreneurs can be a driving force for economic development and therefore support small and medium–sized enterprises run by women by providing advice and access to finance. Programs are being implemented in the Western Balkans, Croatia, Eastern Europe, Kazakhstan, Turkey and the Caucasus. Women participating in the initiative get the opportunity to attend business seminars and skills development courses, learn best practices, meet colleagues and experienced business coaches and trainers.

3) *European Fund for Southeast Europe*.

This fund helps small businesses grow and create jobs. It is a public–private partnership and helps to raise funding from private organizations. You can find out about the successful results of this approach on the foundation's website through case studies in different countries. The site also reveals that EFSE is acting as a facilitator and incubator for new financial products. We recommend that you pay attention to the research and work presented on the fund's website: reports, infographics and brochures in various languages about loans, business ethics and financial decisions in Southeast Europe.

Case «VOLUNTEERING AS A SPHERE OF PROFESSIONAL PSYCHOLOGICAL SELF–DEVELOPMENT»

By: Igor Folvarochnyi

1. The Goal– developing participants interest in active volunteer projects participation, monitoring and analyzing the effectiveness of the implementation of volunteer initiatives, improving national legislation in the sphere of development and popularization of the volunteer movement.

2. Focus – Sustainable Development Goal № 8: Promote steady, inclusive and sustainable economic growth, full and productive employment and decent work for all. Other SDGs involved: № 4, № 16.

3. Objectives for achieving the SDG's: 4.4; 4.5; 8.3; 8.5; 8.6; 16.2.

4. Description of the problem situation

Since the declaration of independence in Ukraine, the activities of volunteers are becoming widespread. The volunteer movement is penetrating the social, environmental. military and even economic spheres actively. The latter is evidenced by the fact that the State Tax Administration of Ukraine attracted tax consultants from students and retirees to volunteer activities.

Unfortunately, despite the fact that the volunteer movement has become a social phenomenon in Ukraine, it faced a number of problems. The main one is the lack of a legislative framework for its further development. It appeared in the early 1990s. The movement is officially recognized by the Resolution of the Cabinet of Ministers of Ukraine dated December 10, 2003, which approved the Regulation on volunteer activities in the provision of social services (expired in 2011). Every year on December 5, International Volunteer Day is celebrated.

A positive trend is that state bodies decided to strengthen ties with voluntary communities of citizens (volunteers) and create a National Alliance of Volunteers under the President of Ukraine – cooperation that provides for more expedient regulation of projects, laws, the real need of the public community in the formation of budget programs.

Among the important tasks of the alliance are coordination with government agencies, creation of working groups on topical problem areas, preparation of draft proposals to the president as the head of the alliance, monitoring and analysis of the effectiveness of the implementation of volunteer initiatives, improvement of legislation in the sphere of development and promotion of the volunteer movement.

At the same time, the main problem is psychological – the indifference of state bodies at various levels and sabotage by individual officials; physical, emotional and psychological burnout of volunteers, etc. An important problem is the lack of effective coordination between the authorities and volunteer public organizations.

The state seeks to encourage people to participate in public activities. For example, there is a state program in Germany for supporting volunteers – activists receive certain benefits and pay low

taxes. In the United States, mainly volunteers build social housing available for socially vulnerable youth.

The purpose of creating the National Alliance of Volunteers is to coordinate volunteer initiatives aimed at accelerating reforms and solving urgent problems in all spheres of public life, promoting volunteering in Ukraine, making changes to the current legislation and increasing the social status of a volunteer.

The new structure will consist of many sections (in the areas of activity), invite for cooperation representatives of central authorities, people's deputies and everyone who can solve a particular problem. Each section will deal with its own business and invite cooperation representatives of central authorities, people's deputies and everyone who the solution of a particular problem depends on. Such urgent strategic plans require the development of motivation among representatives of volunteer movements and the joining of efforts of the authorities and civil society.

The development of relevant legislation in Ukraine will follow the American model. This could include providing utility benefits to older volunteers who will continue to teach others on a voluntary basis and more.

Relevant problems of volunteering in Ukraine are: lack of a unified system of information exchange on situations requiring volunteer assistance, framework legislation not supported by regulatory legal acts, lack of coordination between volunteers involved in solving the same tasks.

In connection with the above, questions related to the study of the experience of other countries arise regarding the support of the volunteer movement from the state.

5. Issues for discussion

1) How can one develop the volunteer related competencies to the main activities of the organization and participation in educational programs of partner organizations?

2) What does "moral incentives for a volunteer" include?

6. Possible / real example of solution

The USA and the European Union have the opportunity to shift some economic issues to the volunteer community and to patrons.

There is a clear gradation in the USA, – there are volunteers, patrons, donors, philanthropists, benefactors. This is an influential movement. Some organizations are handled by the Secretary of State, the President.

Organized volunteering in Germany dates back 200 years. After World War II, it began to develop actively, and charity took on new forms. The joint work of private initiatives and state institutions has become the foundation of a modern welfare state.

There are several large volunteer organizations in Germany that have developed special programs. One of them is the "Voluntary Social Year" (Freiwilliges Soziales Jahr – FSJ). The slogan of this program is: "Für mich – und für andere!" – "For me and for others". Anyone who is not older than 27 years old and who has finished school can participate in it. Everyone chooses an activity to their liking: for example, work in a nursing home or hospital, school or kindergarten, museum or library. In addition to accommodation and meals, the organizers give their wards some pocket money and travel cards.

For those who are closer to environmental problems, there is a similar program "Voluntary Ecological Year" (Freiwilliges Ökologisches Jahr – FÖJ). "Environmental volunteers" take care of animals in nature reserves and zoos throughout the year, work in agriculture or forestry, and help in laboratories or institutions involved in nature protection.

In addition to these two programs, in 2011 Germany launched the Bundesfreiwilligendienst (BFD) initiative, which was originally conceived as a response to the abolition of compulsory military service.

Anyone can become a volunteer for a year. In the first year, over 26,000 volunteers took part in the BFD program. There is no age limit in this service, and some BFD volunteers are over 80 years old. They are healthy and don't want to spend their retirement years watching TV.

An analysis of the practice of volunteers in different countries allows us to highlight the basic needs of young people, which are successfully implemented in the framework of volunteer activities. The main ones are:

- a person's need to be needed by another one;
- the need for communication;
- the need for creativity;

- the need for self–fulfilment and building a career;
- the need to acquire social experience;
- the need for confirmation of independence and adulthood.

In addition to meeting the needs, interests and personal motives, so–called "resource opportunities" are not superfluous for volunteers. By engaging in volunteer activities, people become owners of related benefits. Participants of volunteer actions and projects receive clothes (T–shirts, baseball caps, ties), branded products (pens, notebooks, souvenirs), food. They are participants in numerous competitions and festivals and are awarded valuable prizes, vouchers, free educational courses, and more. In addition, during the time of participation in promotions and projects, the volunteer collects a portfolio that is of interest to a potential employee

7. Additional information for the trainer

Psychologists conditionally distinguish the following groups of personal motives for volunteering.

● Compensatory motives: solving their own problems, waiting for reciprocal help, improving their own health, overcoming feelings of loneliness.

● Idealistic motives: the desire to contribute to changes in society, to be socially useful, to help those in need, to respond with kindness with kindness, to deal with a certain problem, to improve the well–being of another person, as well as moral duty and compassion.

● Motives of benefit: gaining useful contacts, trying oneself on the path to a career, acquiring additional knowledge, skills and abilities, expanding experience, social calling.

● The motives for personal growth: the desire for self–fulfilment, self–improvement, the development of self–awareness.

● Motives for expanding social contacts: the need for contacts with other people, the desire to simply communicate, an interesting pastime.

Volunteering is carried out in accordance with the principles: gratuitousness, voluntariness, equality and legality of activity; freedom in determining its goals, forms, types and methods.

Participation in volunteer projects changes the moral and psychological attitudes of young people constructively: social activity is formed and develops aimed at changing and transforming the surrounding reality, communication and organizational skills are improved, a sense of self–confidence, responsibility develops, leadership qualities and skills are acquired, which is important for modern youth in the current socio–economic situation.

Videos explaining the motivation of volunteers and the benefits of volunteering can be found on youtube. Here are examples of some of these videos:

- Who is a volunteer?

URL: https://www.youtube.com/watch?v=6YA1dOOEUds

- Being a volunteer is cool!

URL: https://www.youtube.com/watch?v=OUXmrb8qRKk

- Case "A volunteer or a worker?"

URL: https://www.youtube.com/watch?v=omGGxGZ5q7o

- Case "New Volunteer"

URL: https://www.youtube.com/watch?v=e_KgIMAFEa0

Areas of positive motivation to consider when recruiting volunteers:

- Helping others.
- Improving the community.
- Gaining work experience.
- Using unused skills.
- Acquisition of new skills.
- The ability to get out of the house.
- Changing the status quo.
- An opportunity to be active and involved.
- The opportunity to meet other people.
- An opportunity to experience the feeling that someone needs you.
- An opportunity to try yourself in a new business.
- Possibility to establish professional contacts.

8. Handouts for participants

1) Instructions for conducting the case, including the procedure and timing of the exercise.

2) Observation protocol (form for recording examples of behavior).

3) Assessment Forms for Expert Observers.

4) Instructions for participants.

9. Useful links

● Implementation of the "Equal teaches equal" approach: study guide. allowance / N. A. Zalygina, M. E. Minova, E. F. Mikhalevich. – Minsk: APO, 2016. – 140 p.

The manual presents the theoretical foundations for the implementation of the "Peer teaches the equal" approach, the algorithm of the work of the teacher–consultant for organizing the implementation of the "Equal teaches the equal" approach, a set of classes for the training of a volunteer–instructor of equal education on topics relevant to adolescents and youth.

It is intended for leaders and education specialists: methodologists supervising the work on the formation of healthy lifestyles, teachers of educational institutions who carry out work on the involvement, training and support of students – volunteer peer educators – in work with peers.

● School of volunteers: study guide / Ya. A. Brik, N. V. Govorun, V. V. Dementyev, O. M. Laschuk etc.; ed. G. S. Skitovoi. – Kiev, 2016. – 166 p.

The manual was prepared by experts of the VOO "Ryadom" and published with the funds of the German Society for International Cooperation Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH within the framework of the project "School of Volunteers – 2016".

It contains methodological instructions for conducting practical exercises and game activities aimed at consolidating knowledge and building an understanding of the essence and specifics of volunteer activities and civil liability of a volunteer, improving the skills of verbal and non–verbal communication of a volunteer, resolving conflict

situations, project management in volunteer activities, development local self–government and building interaction between society and the authorities, providing pre–medical assistance to victims in extreme conditions, as well as mastering techniques for increasing the volunteer's personal stress resistance.

● Biederman K. Volunteer Coordination and Management of Volunteer Programs in the UK. – Moscow, 2005. – 52 p.

The toolkit aims to summarize the many methods of working with volunteers in the UK. One of the proven effective approaches is the management of volunteer programs, which makes a great contribution to the development of the volunteer movement. The coordination of the work of volunteers is carried out by the coordinator of the work of volunteers – a specially hired staff member. Coordination of volunteer work includes program planning, recruitment, training, professional development, support, supervision of volunteers, evaluation of their performance, facilitating cooperation of volunteers with staff members, and assessment of all these stages.

Case «CIVIL EDUCATION IS A PREMISE FOR THE PROGRESSIVE DEVELOPMENT OF THE STATE»

By: Rauf Rajabov

1. The Goal – proof of the concept of sustainable development in the Republic of Azerbaijan (AR), associated with the transition from the current "economy of resource use" to the "economy of their systemic reproduction" taking into account sustainable development in the republic of citizenship education (GO).

2. Focus – Sustainable Development Goal № 8: Ensuring decent work and economic growth. Other SDGs involved: № 4, № 7, № 9, № 12, № 13, № 17.

3. Objectives for achieving the SDG's: 8.1; 8.2; 8.3; 8.4; 8.5; 8.6; 8.8; 8.9; 4.1; 7.1; 9.1; 12.1; 13.1; 17.13.

4. Description of the problem situation and indicators

In 2012, the government of the Republic of Azerbaijan approved the long–term development strategy "Azerbaijan – 2020: a look into the future", which outlines the government's vision of increasing economic growth, diversification, moving away from fossil fuels and the development of key industries, in particular information and communication technologies (ICT) and logistics.

In 2016, the government of the Republic of Azerbaijan supplemented the specified document with a Strategic Roadmap for the Outlook of the National Economy and twelve roadmaps by sector in relation to the most important sectors of the economy with quantitative targets until 2020, 2025 and some uncertain targets for the period after 2025. However, the locomotive of the Azerbaijan economy is the extraction of fossil fuels: oil products make up more than 90% of Azerbaijan's exports, and the oil and gas industry forms over 50% of Azerbaijan's GDP, depending on the prices of oil and natural gas.

Although the government of the Republic of Azerbaijan aims to diversify the republic's economy and strengthen the non–oil sector as the main priorities in its development strategy "Azerbaijan – 2020: a look into the future", many investments of the official authorities help to maintain the dominant position of energy resources in the republic's economy.

The Azerbaijan 2020 strategy and the Strategic Roadmap address multifaceted issues, but they, for example, do not formulate a clear action plan for greenhouse gas emissions or the long–term sustainability of the country's transport and energy systems. In addition, there are no official strategies in Azerbaijan, instead it has determined strategic directions for the development of certain key sectors of the economy. Moreover, the Strategic Roadmap recommends that the government of Azerbaijan reduce the dependence of the country's state budget on transfers from the State Oil Fund (SOFAZ) from about 50% to 15% by 2025. However, the oil and gas sector still occupies an important place in Azerbaijan's development, primarily due to the increase in production at the Shah Deniz gas field.

Among the profile roadmaps that accompanied the Strategic Roadmap for the Perspective of the National Economy of the Republic of Azerbaijan, there were strategies for the exploration and production of oil

and natural gas (the Strategic Roadmap for the development of the oil and gas industry) and the final consumption of energy (obtained from hydrocarbons and other sources, roadmap for the development of utilities). However, Azerbaijan does not have a strategy for energy in general; currently, there is no legislation on energy efficiency standards. The AR government is in the process of developing these documents (EU Neighbors, 2018).

In the transport sector, the strategy "Azerbaijan – 2020" and the Strategic Roadmap for the Development of Logistics define transport development objectives, mainly in terms of international connectivity and trade facilitation. Neither the first nor the second document provides a holistic plan for the development of the transport industry, in particular, the improvement of secondary and rural roads to increase connectivity within the country, the low level of which is indicated as a barrier to regional economic development (World Bank, 2015)

The concept of a green economy does not replace the concept of sustainable development, but achieving sustainability largely depends on creating an efficient economy. Over the decades, when new material values were created using the model of a polluting, resource– and energy–intensive economy, the government of the Republic of Azerbaijan did not solve such problems as social stratification and resource depletion, the republic is still far from achieving the Millennium Development Goals. Sustainability remains the most important long–term goal, but to achieve it, the government of Azerbaijan must make the national economy "green". In other words, Azerbaijan needs a longer–term development strategy – for the period up to 2050, in order for the government to plan the transition to other types of economic activity.

The current tendencies of a decrease in atmospheric precipitation and an increase in temperatures due to climate change are already affecting the agriculture of the AR, which employs about 40% of the country's population. Grasslands and vital crops such as wheat, cotton and grapes are particularly vulnerable to these changes. The republic is already facing a shortage of water resources to meet domestic needs, and projected reductions in water resources (rivers, lakes, reservoirs and glaciers) will increase this shortage.

The impact of climate change on economic activity and human well–being is projected to increase if sufficient measures are not taken to adapt to the effects of climate change (Ministry of Ecology and Natural Resources Republic of Azerbaijan, 2015).

The most important prerequisite for the progressive development of the SDGs AR is the accumulated experience of civil society. Another important prerequisite can be considered the possibility of using the achievements of domestic pedagogy, which retain their relevance, including in the field of university and school education. However, these prerequisites are used very little.

One would expect that on the basis of civil society a comprehensive system of SDGs would actively develop, for which there are both methodological and organizational and political prerequisites. However, the existing civil society courses are insufficient, an integrated approach is required, full integration with economic and social disciplines, the introduction of sustainable development principles into management, the organization of the educational process and other areas of the life of the educational institution, the development of partnerships with various sectors of society, education of the population of the AR, use and capacity building Mass Media. All these important elements are not yet in demand.

Among the problems of civil society in the context of promoting the SDGs, one should note the slow integration of sustainable development into sectoral and general courses, weak interaction between secondary and higher education, lack of motivation of teachers, university teachers, state workers and education authorities. One can feel the lack of real practice of management and implementation of sustainable development policy in educational institutions. Although a shortage of finance and personnel for sustainable development of education remains. All of this is happening against the backdrop of an overall low priority for sustainable development issues.

There is a lack of methodological materials in the AR, there is no practice of "online access" to data in national languages via the Internet, more and more foreign (mainly Russian–language) translated publications prevail, which are not always adapted to local cultural,

historical, economic conditions, which have not passed quality control in accordance with national standards.

Indicators:

● Proportion of youth / adults / with information and communication technology skills.

● The number of graduates of state higher educational institutions in the direction of "Informatics and computer technology".

● The proportion of students enrolled in training programs for skilled workers, employees, in the total population of the AR.

5. Issues for discussion

It is recommended to consider the above SDGs and highlight for each of them:

● Critical difficulties in achieving the targets of each SDG.

● Planned ways for difficulties elimination.

● Have initial indicators been defined? (if not, why not).

● Positive results.

● Correlation of the achieved results with the indicators of other countries.

6. Future plans

Among the priority tasks it should be noted:

● Active involvement of the Ministry of Education in the process – creation of expert groups, cross–sectoral interaction, public advisory councils, etc.;

● Attraction of budgetary, extrabudgetary, donor financial resources, facilitation of a favorable tax regime for the structures supporting the SDGs;

● Real implementation and use of the SDG principles in the management of education and educational institutions.

7. Additional information for the trainer

1) Azerbaijani President Ilham Aliyev signed a decree on October 6, 2016 on the establishment of the National Coordination Council (NCC) for sustainable development of the Republic of Azerbaijan. The NCC was created to determine the national priorities of the Republic of Azerbaijan until 2030 and the corresponding global tasks and goals, to ensure the compliance of state programs and strategies in socio–economic areas with the UN sustainable development goals. The task of the NCC is to prepare an annual report on the achievement of the UN Sustainable Development Goals. The first voluntary report was submitted by AR to the UN in 2017, and the second in 2019.

The 2nd Baku Forum on Sustainable Development is scheduled for the end of 2020. Thus, the meeting of the NCC took place on July 9, this year in the form of a video conference. Were the preparation for the 2nd Baku Forum on Sustainable Development and the development strategy "Azerbaijan 2030" discussed? NCC Chairman, Deputy Prime Minister Ali Ahmedov informed the Council members about the issues on the agenda, including the priorities for ensuring sustainable development, especially maintaining macroeconomic stability in the medium term, revitalizing economic development, ensuring inclusive and sustainable economic growth, achieving full and effective employment. Participants were also informed about the importance and expected results of the 2nd Baku Forum on Sustainable Development, assessing the global impact of the COVID–19 pandemic in order to make progress towards achieving the sustainable development goals.

2) According to the UN Sustainable Development Report – 2020, AR took 54th position in the Sustainable Development Goals Index among 166 countries. So, in the UN report, the Russian Federation takes the 57th position, Georgia – 58th, Iran – 59th, the Republic of Kazakhstan – 65th, the Republic of Turkey – 70th, the Republic of Armenia – 75th and Turkmenistan – 114th position on this indicator.

AR has made progress on such UN Sustainable Development Goals as good health and well–being, eradicating poverty and hunger, clean water and sanitation, affordable and clean energy, sustainable cities and towns, peace, justice and strong institutions.

AR scored 72.6 points out of 100 in the Sustainable Development Goals Index. For comparison: in Eastern Europe and Central Asia, the average is 70.9 points.

According to the report, there are no poor registered in Azerbaijan with a daily income of less than $ 3.2. The Gini coefficient, which reflects the level of economic inequality in society, is 38.6 here and is one of the best in the world.

3) At the same time, the food dependence of Azerbaijan is at least 45%, and according to international standards, if this dependence is higher than 25%, then the food security of the country is under threat. This is supported by the statistics: in 2019, the Republic of Azerbaijan imported food for $ 1.644 billion (an increase of almost 20%). AR imports grain, milk and butter. Kazakhstan and Russia are the largest suppliers of grain and flour to the AR.

Today the share of local farmers in the export and food supply in large cities of the AR does not exceed 5–10%. Local farmers are unable to export their products not only to foreign markets, but also to large cities.

It is natural that for 5 months of this year, Azerbaijan purchased food products abroad for a total of about $ 650 million, which is 2.6% more than in the same period of 2019, the State Customs Committee (SCC) reports.

GKT data on food imports confirm that the import dependence on a number of goods remains high. In January–May, 7,198.3 tons of butter ($ 35.8 million) were imported, which is 32.4% more than in the same period in 2019. Imported rice comprises 28 682 tons (+ 38.5%), tea – 5.4 thousand tons (+ 5.2%), meat – 22 574 tons (+ 11.2%), milk – 4431 tons (+36, 2%), fruits and vegetables – 186.1 thousand tons (+ 9.5%), vegetable and animal oils – 68 355 tons (+ 20.6%).

If in 2018 the country imported 1 million 80 thousand tons of wheat. In 2019, this figure was 1.585 million tons. In 2018, 2 million 42 thousand tons of wheat were produced in Azerbaijan, then in 2019 this figure was 2 million 217 thousand tons. Although the increase in domestic production is only 10% per year, this figure accounts for 50% of imports.

The country's total demand for grain crops is 3–3.2 million tons. In 2019, despite the fact that a record harvest of 3.538 million tons of

grain was harvested in Azerbaijan (an increase of 6.9%), grain imports also showed a 50% increase, reaching 1.487 million tons (in monetary terms – an increase of 1.7 times).

Local food wheat production, including high–gluten durum wheat in demand in the bakery industry, is not high to meet domestic demand. This circumstance, as well as the lower production cost of Kazakh and Russian wheat, still makes grain imports inevitable for the AR.

And government agencies of Azerbaijan prefer imports to provide the population with food. For example, the State Grain Fund of the Azerbaijan Republic annually satisfies its needs only through imports. By the way, local wheat does not meet the requirements of the World Health Organization (WHO).

In general, the situation in the agro–industrial complex of the AR against the background of the coronavirus infection pandemic and a number of other problems remains unsatisfactory. The official authorities of Azerbaijan cannot count on the fact that in the current situation the country will not only be able to fully provide itself with food products, but also increase their exports.

The Ministry of Agriculture and the Ministry of Economy of the Republic of Azerbaijan did not solve the main task in the field of the agro–industrial complex: reducing the cost and increasing the production of agricultural raw materials by increasing yields, the introduction of modern technologies, highly productive varieties and breeds. Therefore, the modernization of food production and a multiple increase in the production of processed and packaged products are still in demand.

In other words, firstly, when creating a strategy for the development of the regions of the AR, it is necessary to be based on the concept of sustainable development, since this concept is understood as the achievement of goals and objectives set for the development of regions in the future.

Secondly, the current level of the AR industry, which is the leading sector of the economy, is significantly lower than the natural and economic capabilities of the country's regions, which contradicts the requirements of the process of territorial organization of production.

8. Handouts for participants

The characteristic features of the Azerbaijan economy are: a low level of diversification of the national economy and, as a consequence, its vulnerability; income from the export of hydrocarbons did not lead to the development of knowledge–intensive and high–tech industries.

According to the Market Analysis Azerbaijan 2019 report published by the Azerbaijan–German Chamber of Commerce, total investments in the development of the information and telecommunication sector (ICT) of Azerbaijan in 2019–2022. expected in the amount of $ 550–600 million. According to the assessment of the international research and consulting company International Data Corporation (IDC), cited in the report, for the period from 2018 to 2022, the annual growth of the IT sector of the AR will average 12.3%, in the IT sector – services and software – 16% per year, in the production of IT equipment – 11.3%. IT industry output could reach $ 1.6 billion in 2022, up from $ 0.9 billion in 2018.

At the same time, it is indicated that the growth prospects in the telecommunications sector are rather weak. Annual growth will average 3% by 2022. Lack of liberalization in the sector, especially in the fixed network, and a decrease in the purchasing power of the population have been cited as factors holding back growth in recent years.

However, with the use of information technologies in production, the deflux of qualified personnel has been suspended, and there is also a slight increase in the share of innovative products in the export volume of the Azerbaijan Republic.

In other words, the situation in Azerbaijan in terms of the prospects for sustainable development cannot be assessed unambiguously. There are achievements and disadvantages. Considering that, according to leading economists and sociologists, the main resource of any nation is its people, the main advantage of the AR can be considered a favorable demographic situation and human capital. These are the citizens of Azerbaijan who are able to ensure the sustainable development of the Azerbaijani state using oil revenues and rich, diverse natural and climatic potential.

Sustainable development of education ensures the development of systemic, critical and creative thinking and attitude towards life,

understanding of local and global problems, which is a premise for activities in the interests of sustainable development of the country.

Social partnership in education – social relations arising from the interaction of educational organizations with NGOs, aimed at achieving common goals, based on the principles of voluntariness, mutual support and mutual responsibility.

Partnership between educational organizations of secondary and higher education and employers contributes to the diversified development of the student and his successful mastery of the necessary body of knowledge and social norms.

9. Useful links

● EU Neighbours (2018), Azerbaijan is developing its Energy Strategy and Law on Energy efficiency: but what do they mean for the country?

URL: https://www.euneighbours.eu/en/east/eu–in–action/stories/ azerbaijan–developing–its–energy–strategy–and–law–energy– efficiency–what.

The goal of the energy strategy of the Republic of Azerbaijan and the Law on Energy Efficiency is to achieve rational use of national resources while ensuring sustainable development.

In the past few years, work in this area has been carried out under the EU4Energy program, which aims to support EU partner countries in reforming their energy markets and developing sustainable energy policies.

Within the framework of this project, the International Energy Charter assists the Republic of Azerbaijan in developing a long–term Energy Strategy.

16 – World Bank (2015), Azerbaijan Systematic Country Diagnostic, World Bank, Washington DC.

URL: https://openknowledge.worldbank.org/bitstream/handle/10986/ 23105/Azerbaijan000S00country0diagnostic0.pdf?sequence=1&isAllow ed=y.

The Systematic Country Diagnosis of the Republic of Azerbaijan presents an analysis of the multifaceted problems within the framework of growth models that the country must achieve for sustainable financial,

social and environmental progress. These challenges boil down to four key issues that need to be overcome for sustainable progress.

● Ministry of Transport, Communications and High Technologies of the Republic of Azerbaijan (n.d.), Structure of the Ministry of Transport, Communications and High Technologies [Structure of the Ministry of Transport, Communications and High Technologies]. URL: http://www.mincom.gov.az/ru/view/structure/.

The Ministry of Transport, Communications and High Technologies of the Republic of Azerbaijan is the central executive body that implements state policy and regulation in the field of transport (except for cases established by the President of the Republic of Azerbaijan), including maritime transport and civil aviation, communications (telecommunications and mail), high technologies (information technology, microelectronics, nano–, bio– and other innovative science–intensive technologies).

● Ministry of Ecology and Natural Resources Republic of Azerbaijan (2015), Third National Communication to the United Nations Framework Convention on Climate Change: Republic of Azerbaijan. URL: https://unfccc.int/sites/default/files/resource/azenc3.pdf.

Climate change problems are covered in almost all media, and specialists from the Ministry of Ecology and Natural Resources, as well as representatives of NGOs, are asking the country's public for ideas and suggestions to solve this problem.

Climate change specialists took part in events organized by international organizations, broadcast meetings and gave speeches in schools on the topic.

With the help of NGOs, private climate change awareness campaigns have implemented projects in rural communities in the country such as the protection and sustainable use of agrobiodiversity and combating desertification in the arid and semi–arid regions of the South Caucasus to adapt to climate change. In 2011–2012 training courses were organized by the German Development Agency (GIZ) in order to enhance the ability to adapt to climate change. In addition, with the support of various foundations, as well as private donations, programs are being implemented to inform the population about the use of alternative energy.

GOAL 9: INDUSTRIALIZATION, INNOVATION AND INFRASTRUCTURE

Investments in infrastructure are crucial to achieving sustainable development.

Case «CITIZENSHIP EDUCATION AS A LOCOMOTIVE OF SUSTAINABLE INDUSTRIALIZATION OF THE STATE»

By: Rauf Rajabov

1. The Goal – determination of the socio–economic aspects of the concept of sustainable development of the Republic of Azerbaijan (AR), taking into account the economic, social and infrastructural capabilities of the republic, substantiation of the concept of sustainable development in order to eliminate the large differences characteristic of the economic development of the country's regions.

2. Focus – Sustainable Development Goal № 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and innovation.

3. Main objectives for achieving SDGs: 9.1; 9.5; 9.B.

4. Description of the problem situation

Industrialization is an important locomotive of the country's economic growth and the creation of new jobs. In addition to resilient infrastructure, industrialization must rely on quality education. In other words, industrialization should contribute to improving living standards and achieving social stability, while not increasing the burden on the environment.

In view of the rapidly changing global economy and growing inequality, the progressive development of the state must include industrialization, which, firstly, provides all people with equal access to opportunities, and secondly, relies on innovation and sustainable infrastructure.

In AR, where more than half of the people live in cities, transport and the dissemination of information and communication technologies are becoming especially important. After all, resilient infrastructure is key to finding durable solutions to both economic and social problems. All over the world, the volume of investments in research and development (R&D) as a percentage of GDP is at least 2%, but in the AR – less than 1%.

The national priorities of the AR government are focused on SDGs № 8, 12, 13, 14, 15 and 17. The strategic goal of the AR government is considered to be the transformation of the republic into a regional trade hub, using the country's strategic geographic location, the development of transit and transport services, as well as the creation of logistics centers.

In other words, the main SDGs applicable to the vision of the AR government in the field of trade development are №: 8, 10 and 17. However, in order to integrate the AR transport system into the expanded international network, it is necessary to implement SDG targets № 9.1: 9 on industry, innovation and infrastructure for promoting cross–border infrastructure between countries and strengthening trade relations.

It should be noted that the pursuit of innovation is central to the government's plans to improve the education and health care system, in support of sustainable development in the country. Such targets of the AR government are in line with SDG №: 9 (on infrastructure, industrialization and innovation) and its targets № 9.5 and 9.b, along with SDG №: 13 on clean energy.

According to experts from the European Bank for Reconstruction and Development (EBRD), Azerbaijan's long–term growth depends on the country's government's ability to diversify its economy. In other words, for sustainable socio–economic development in the post–crisis period, it is necessary to overcome the hypertrophied high dependence of

exports and the balance of the Azerbaijan state budget on oil and natural gas prices, as well as to increase investment in the non–oil sector.

And the government of the Republic of Azerbaijan – in accordance with the "Long–term strategy of economic development of the Republic of Azerbaijan until 2030", the main goal of which is to diversify the national economy based on the outstripping growth rates of its non–oil sector, to create special economic zones (in border areas, in seaports and airports), strengthening integration into the international trade system – seeks to realize the above goal.

However, in the transport sector, the Azerbaijan 2020 Strategy and the Strategic Roadmap for the Development of Logistics define transport development objectives, mainly in terms of international connectivity and trade facilitation. Neither the first nor the second document presents a comprehensive plan for the development of the transport sector of the Azerbaijan Republic, in particular, improvement of secondary and rural roads to increase connectivity within the country, the low level of which is indicated as a barrier to regional economic development.

The Azerbaijan 2020 strategy and the Strategic Roadmap address environmental issues and do not formulate a clear action plan for greenhouse gas emissions or the long–term sustainability of the country's transport and energy systems. The RA requires a consistent document with an emphasis on the environment and a long time horizon in order to assess the synergies and trade–offs associated with various infrastructure investments.

The point is that youth unemployment is still considered an unresolved issue. This situation is explained, among other things, by the following factors: firstly, higher education in Azerbaijan is still a sign of prestige, and the education of the majority of university graduates does not correspond to the "higher" category. Finding a job for graduates is quite problematic. Sociological research carried out among employers in Azerbaijan has revealed not so much a shortage of jobs as a shortage of professional workers. Moreover, it turned out that at the enterprises of the AR, for the most part, process engineers are in demand for various industrial sectors.

Secondly, the prestige of a higher education diploma and an inappropriate attitude on the part of society and the state towards vocational education, led to a decrease in the quality of education. It is for this reason that foreign companies operating in Azerbaijan often attract even lower–level workers, such as welders, electricians, etc., from abroad.

Third, the decreased level of education (both higher and secondary) in the AR, which results in a low level of professionalism among university graduates and among young people in general. In this regard, it should be noted the extremely low salaries of the teaching staff in state universities and schools, which is a threat to the sustainability of the country's economic development. It should be borne in mind that state universities set the tone in Azerbaijan and talented applicants choose them. Although, the situation in private universities is not very different from public ones.

5. Issues for discussion

1) SDGs and targets selected for the work of the AR government (pros and cons)?

2) If the above goals and objectives are achieved, which SDGs will be achieved (pros and cons)?

3) Why did the government of Azerbaijan choose the SDGs mentioned above as priorities for which it plans activities?

6. Predictions and possible decisions

Financial resources are being invested in the regions of the AR to improve the industrial and agricultural potential, to raise the economic component to the proper level in accordance with the tasks for the implementation of the "State Program for the Development of the Regions of the Republic".

At the same time, the development and functioning of social infrastructure sectors depend on the extent to which its sectors are capable of providing themselves with financial resources for current purposes. The sectoral principle of operation has drawbacks: non–integrated use of departmental social infrastructure facilities leads to the dissipation of funds. The subordination of social infrastructure facilities to various government departments complicates coordination in solving social problems of the regions of Azerbaijan.

The territorial funding channel is represented by the local budget, which is the main source of funding for the city's social infrastructure. But the local government's budget is very limited, which hinders this process. In addition, today the state budget of the Republic of Azerbaijan is not able to fully cover the costs of maintaining the social sphere.

The low level of industrial development in the regions of the AR, with the exception of the Absheron economic and geographical region, is largely due to the inappropriate location of enterprises. Due to the irrational location of industrial enterprises in the AR, many of them turned out to be remote from local sources of raw materials and main centers of consumption. As a result, transportation costs are increasing in large volumes, there is a loss of raw materials and manufactured products, and it is difficult to attract a growing workforce to manufacturing industries.

The transition to sustainable development of the AR as a whole is possible only if the sustainable development of all its regions is ensured. What is meant? First, creating favorable conditions for private and foreign investment; secondly, increasing production efficiency (raising the professional level of personnel, developing infrastructure and subsidizing small farms); thirdly, the current level of the oil and gas industry of Azerbaijan, which is the leading sector of the republic's economy, is significantly lower than the natural and economic capabilities of the country's regions.

In other words, the improved transport infrastructure in all regions of the Azerbaijan Republic, creating conditions for closer integration, will give an additional impetus to the development of small and medium–sized businesses in the regions of the country. To this end, it is prudent for the government to focus on secondary and local roads to improve internal connectivity and reduce transport and trade costs.

Considering that in terms of the material and technical base and authority, state universities occupy key positions in the Republic of Azerbaijan, they, as an important link in the concept of sustainable development of the country, should be focused on training in specialties that are in demand for work in modern enterprises, which is important for the Azerbaijan Republic, since in the innovation index, the country lags behind many countries in the world.

7. Additional information for the trainer

The laws in force in Azerbaijan correspond to generally accepted world standards, problems mainly arise in the implementation of these laws, that is, at the institutional level. It is these circumstances that explain the monopolization of important sectors of the economy in the country. The main problem of this kind arises when trying to direct local and foreign investment in the relevant industries. Monopolization naturally negatively affects Azerbaijan's foreign economic relations.

One of the important issues when discussing sustainable economic development is the problem of social inequality, in particular, inequality in the distribution of gross national income. Therefore, a fair redistribution of national income and resources is the most important function of the government of the Republic of Azerbaijan – ineffective redistribution of financial and other resources by the state can pose a threat to the sustainable development of the republic. An example of ineffective distribution of public spending can be considered the relatively low funding of scientific and technical research, which is the basis of innovative technologies – the main factor for the sustainable development of Azerbaijani society in the modern post–industrial era.

Projects to improve cross–border connectivity make up the bulk of investments in the transport sector of Azerbaijan. These include large–scale road and rail projects, as well as ports that increase Azerbaijan's connectivity with neighboring countries, as well as other international markets.

However, transport costs in Azerbaijan are high and internal connectivity outside the capital, Baku, is a major barrier to the economic prospects of the country's rural population. Azerbaijan's road and rail networks require modernization and increased maintenance and repair costs in order for the country to take advantage of its location on the Caspian Sea and proximity to such large markets as the Islamic Republic of Iran (IRI), the Russian Federation (RF) and Turkey. Republic (TR).

Azerbaijan's infrastructure is considered to be of high quality compared to other Eurasian countries and upper middle income countries in general. However, Azerbaijan has a low rating in the World Bank (WB) logistics efficiency index – 123rd out of 167 countries due to ineffective

intangible trade infrastructure – the qualifications of transport operators and customs clearance agents, as well as the quality of logistics services.

The networks of roads and railways of Azerbaijan require modernization and an increase in expenses for their current repair and maintenance. Projects to improve cross–border connectivity are the main priorities of the Azerbaijani government and constitute the bulk of the country's transport investments. Greater emphasis on minor and local roads will increase internal connectivity and lower transport costs.

8. Information for participants' answers

Investments in infrastructure (transport, irrigation systems, energy supply, information and communication technologies) are necessary to achieve sustainable development of the AR, to empower all citizens of the republic. Improving rural infrastructure and strengthening markets and links between urban and rural areas will help develop a more vibrant Azerbaijani community while also slowing rural outflows to cities.

Effective use of the country's transit potential can become one of the factors in the progressive development of the economy. Azerbaijan has an advantageous geostrategic position, being at the intersection of the shortest transport routes connecting Europe with Asia, between the Caspian and Black Seas. The implementation of the republic's transport and transit capabilities is largely due to its participation in projects for the development of international transport corridors (ITC) TRACECA (Europe–Caucasus–Asia) and North–South.

In this regard, the government of the Republic of Azerbaijan is implementing large infrastructure projects in order to intensify economic ties with major trading partners. Thus, the Baku–Tbilisi–Kars (BTK) railway has been launched, the new railway will contribute to an increase in cargo turnover and fast transportation of goods from Asia to Europe. But this project is part of a larger project to connect the railways of the South Caucasus with Europe through the Republic of Turkey (TR), and the Turkish program is building the Marmarai underwater railway tunnel under the Bosphorus, designed to provide a direct connection to the pan–European rail network. In the future, the BTK mainline should become a component of the above–mentioned railway high–speed corridor MTK TRACECA.

Within the framework of the relevant mega–plan, it is also planned to build a railway from Kars to the Nakhichevan Autonomous Republic (NAR), opening an exit to the TR. In addition, the construction of the Qazvin–Rasht–Astara Iranian – Astara Azerbaijani highway is coming to an end. The implementation of this project will create conditions for the development of regional transit traffic from the countries of the Persian Gulf, the Indian Ocean and Southeast Asia to Russia, the Scandinavian countries and to the countries of Northern Europe.

Moreover, a powerful impetus to the development of the transit potential of Azerbaijan is also the creation of a new international sea trade port (MSCP) in the suburb of Baku (Alat settlement), where a large logistics center is deployed. MSCI is seen as one of the main components of the strategy of transforming the country into a regional transport and trade hub.

Dynamic growth is observed in mechanical engineering, metallurgy, chemistry, furniture manufacturing, textile industry and other manufacturing industries. The creation in Sumgait of a Technological Park, a Chemical Industry Park, an Industrial Park in Balakhani, a High Technology Park, etc. should accelerate the sustainable development of the non–oil sector and create favorable conditions for the development of competitive industrial production based on high technologies, as well as increase employment in the industrial sector. sector.

Rural areas of the AR are still deprived of attention, which is concentrated in the Absheron region. Of the $ 131.4 billion planned and under construction investment projects monitored, energy projects account for the bulk of investments – $ 63.4 billion (48%) of total investments, followed by projects in the manufacturing industry ($ 60.2 billion or 46%) and transport ($ 7,5 billion, or 6%). Water projects account for only 0.2% ($ 234 million) of total investments and relate mainly to water supply and sanitation. The bulk of energy investments are in oil and gas exploration and production projects (over 62% of total energy projects, or $ 39.4 billion), followed by large oil and gas pipeline projects ($ 21.2 billion, or 34%) and production electricity ($ 2.3 billion, or 4%). Investments in transmission and distribution of electricity are

limited to $ 325 million and are aimed at upgrading the distribution network in secondary cities and rural areas.

9. Useful links

● Azerbaijan: Power Distribution Enhancement Investment Program. URL: https://www.adb.org/projects/42401–014/main#project–pds.

The Electricity Distribution Expansion Investment Program (Investment Program) aims to support the efforts of the Government of the Republic of Azerbaijan to provide reliable and efficient energy supply to meet the growing energy needs for inclusive development, especially in small towns and rural areas.

GOAL 10: REDUCING INEQUALITIES

To reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized populations.

Case «EQUALLY DIFFERENT»

By: Anastasia Mokrushina

1. The Goal – actualize the problem of integration and adaptation of families of migrants and refugees in Russia and harmonization of interethnic relations.

2. Focus – Sustainable Development Goal № 10: Reduce inequality.

3. Objectives for achieving the SDG's: 10.2; 10.3; 10.7.

4. Description of the problem situation

According to official data, in 2018 the migration growth of the population in Russia comprised more than one hundred thousand people. More than twenty thousand of them are children. In total, in Russia, the percentage of labor migrants in 2019 was 7.2% of the total population.

The number of children with migration experience in Russian schools is growing. When learning, children are faced with such problems as inadequacy of knowledge to school requirements, because the school curriculum of the country where the child's family came from was very different, or poor command of Russian. Because of these difficulties, migrant children can lose 1–2 years of schooling to catch up with the curriculum. The child has to master the curriculum in a foreign or unfamiliar language, which prevents them from integrating into the school team, and this can create additional problems in mastering the

curriculum, psychological pressure and uncertainty. Teachers also have a hard time, they often simply do not know how to teach foreign children properly. At the same time, there are no state courses in Russian for these children at the federal or city level.

With education and knowledge of the Russian language, a migrant can later officially work and pay taxes, which is important for the country's stability and development.

All these barriers, as well as prejudices that still exist in Russia today, violate the right of children of migrants to education and prevent them from integrating into Russian society.

5. Issues for discussion

1) How often do you communicate with migrants in your country? Under what circumstances?

2) What regions does the main flow of migrants come to your country from?

3) What other difficulties do migrants' children face?

4) What aspects of the culture and legislation of your country can hinder the integration of newcomers into society?

5) How can addressing the education of migrant children contribute to the contribution to SDG 10? What specific objectives of the goal can it solve?

6) What does it mean to be between two cultures? What are the pros and cons of this provision?

6. Possible / real example of a solution

"Equally Different" is a program of social and linguistic adaptation of foreign children at school. It originated in the Kaluga region (Russia) and received support from the Ministry of Education of the Kaluga region.

Project idea is to create a safe and open environment at school for children with migration experience, where they master the basic level of the Russian language. The project creates a space where all children have the same educational opportunities.

How it works: each school, based on its request and context, receives an individually assembled package of measures to ensure the linguistic, psychological and social adaptation of children. As a result,

teachers receive regular methodological and psychological support, as well as a sense of being in demand. The school hosts a set of classes and activities that contribute to improving the performance of foreign children.

7. Additional information for the trainer

We recommend organizing a discussion of questions 1, 2, 3, 4 in 4 small groups using the Me–We–Us technology (first, everyone thinks individually (5 minutes) over all questions, then everyone shares their thoughts in a small group on the questions asked (15 minutes After that, the group prepares an answer to 1 of the questions posed, taking into account all opinions (5 minutes) and presents it to the rest.

At the stage of preparing the answer from the group, the trainer determines the question for each group independently, so that the participants can discuss and immerse themselves in all 4 topics as much as possible and not knowing their own topic in advance. During the presentation in the form of discussion, participants from other groups can add and express their views.

Questions 5 and 6 are discussed in a general circle. After discussing the last question: "What does it mean to be between two cultures?" – participants are invited to draw a comic strip of its theme (comic strip scheme: the main character – antihero – their meeting – conflict – the result of the conflict – conclusions).

8. Handouts for participants

Colored highlighters, sheets for creating comics

9. Useful links

We recommended watching a cartoon "Equally Different" on the theme of emigration and migration during the presentation
URL: https://www.youtube.com/watch?v=R8eOb59EbcMD

Site of the program "Equally different".
URL: https://uchitel.ru/projects/odinakovo–raznye/

GOAL 11: SUSTAINABLE CITIES AND LOCATIONS

There needs to be a future in which cities provide opportunities for all, with access to basic services, energy, housing, transportation and more.

Case «COMFORTABLE CITY»

By: Tatiana Folvarochna

1. Goals of the case – form a conscious attitude to the environment and comfortable living in the city; promoting the dissemination of environmental knowledge and values; developing a conscious attitude towards ecology and the environment.

2. Focus – Sustainable Development Goal № 11: Ensuring openness, safety, resilience and environmental sustainability of cities and towns. Other SDGs involved: № 12, № 13.

3. Objectives for achieving the SDG's: 11.3; 11.6; 11.B; 12.3; 12.5; 13.3.

4. Description of the problem situation

Most of the world's population lives in ecologically polluted cities. The following negative global trends are especially evident:

● climate change;

● environmental pollution;

● deterioration of living conditions and, as a consequence, an increase in diseases;

● reducing the life expectancy of people.

Cities account for 80% of all atmospheric emissions and 3/4 of the global volume of pollution. They produce up to 3 billion tons of solid waste annually. The polluting effect of large urban agglomerations can be traced at a distance of 50 kilometers from them.

The main sources of urban pollution are emissions from vehicles and industrial enterprises. A separate group of problems is associated with household and other waste and their disposal. For example, in the United States in 2019, about 250 million tons of household waste was produced. Of these, 34.7%, or about 87 million tons, were fully utilized. No other European country recycles as much waste as Germany. The recycling rate in this country is 66 percent. And the average for Europe is 46 percent.

From January 1, 2018, in accordance with Art. 32, of the Law of Ukraine "On Waste", Ukrainians were officially obliged to sort garbage. The National Waste Management Strategy emphasizes that the volume of solid waste disposal in landfills should be reduced from 95% (in 2016) to 50% in 2023 and to 30% in 2030. However, in practice, this figure fell by only 1.2%. Thus, Ukraine significantly lags behind the more developed European countries in terms of sorting and processing waste.

Exhaust gases, dust, industrial emissions, fumes are also major environmental problems in cities. At the same time, the problems of the city are not directly related to the development of the dwellers' ecological awareness and their readiness for an in–depth analysis of this topic from the point of view of global and national environmental values.

In this regard, there are urgent tasks for activists of public organizations aimed at forming a conscious attitude to the ecology of modern cities among wide circles of the public.

5. Theoretical issues for discussion

1) What is the ecological culture of citizens and how is it manifested?

2) What can be understood as environmental awareness? What are the indicators of environmental awareness?

3) What is the essence of environmental values and what are environmental beliefs?

4) What does environmental knowledge include?

Practical discussion points

1) What are the real ways of forming a conscious attitude to the ecology of the city?

2) How to form the ecological awareness of citizens?

3) What role do environmental values play in the modern global world?

4) How to educate the population on environmentally important issues?

6. Possible / real example of the solution

The public organization "Ukraine without garbage" provides a simple algorithm of actions, which, if implemented systematically, will finally be able to demonstrate the results of the official introduction of the sorting process in the country:

Collect and sort only clean raw materials (no food and fat residues). This also applies to plastic bottles and milk bags, which must be rinsed and drained. All debris must be squeezed, compacted so that it takes up less space.

Also, each of the sorting stations has its own lists of waste, which they undertake to sort and for the further fate of which they are responsible. In particular, the list of raw materials that stations accept / do not accept is as follows:

Need to be sort	*Not subject to acceptance and processing*
Paper (cardboard, office paper, newspaper and magazines, notebooks, albums, postcards, any paper packaging, etc.). Metal (aluminum and cans, metal lids). Glass (whole and broken bottles for drinks, medicines, cosmetics). Plastic packaging (you should pay attention to the labeling).	Paper (receipts that may contain plastic). "Tetrapak" (juice or milk packaging (consists of several layers: paper, film, foil). Plastics without marking or marked with PVC or Others – cannot be accepted or recycled. Glass (crystal, heat–resistant and impact–resistant glass, sometimes household glass).

The decision to sort or unsort is made at the level of the house where you live. If a house does not have special containers for sorting, then all the carefully sorted raw materials at home risk 98% of being taken to the landfill without preliminary sorting.

7. Additional information for the trainer

One of the ways out of the current environmental situation in the world is a conscious ecology, which is the basis of politics and economics of different countries. Conscious ecology is understood as the fact that each individual member of society consciously strives to improve the ecological situation, as an increase in his own level of comfort and self–awareness. Conscious ecology is not a science, but a way of life, mentality, political structure, a new form of human existence. Conscious ecology is mutual understanding and coexistence based on the mental level, that is, mutually beneficial existence (and not coexistence) of man and nature.

Environmental culture is a manifestation of environmental awareness in everyday environmental life: in the practice of decision making. The subject of ecological culture is considered as an active person, an actor who is able not only to perceive ecological values, but also to assimilate them, to process, develop, improve.

Depending on the vector of direction of such activity, pro–ecological (rational nature management of the subject, civil initiatives) or anti–ecological (environmental pollution, use of environmentally unsafe technology, etc.) behavioral practices are distinguished.

The main indicators of environmental culture include the following: determination of environmental concern and environmental knowledge, identification of the degree of development of post–material values and attitudes, research into the greening of lifestyle and leisure, environmental activism, etc.

Environmental awareness and activity are the structural elements of the environmental culture of a society. It is through their level and character of formation that one can draw conclusions about the state and specificity of ecological culture. Some indicators of environmental awareness are:

1) the level of concern of a person with the state of his environment;

2) the level of ecological knowledge;

3) the subject possesses intangible values and attitudes;

4) environmental awareness (attitudes towards obtaining environmental information);

5) environmental responsibility;

6) value orientations of young people in the sphere of the environment.

Ecological consciousness is a component of ecological culture, characterized by a certain level of public concern about the state of the environment, the formation of ecological knowledge, and the presence of a set of post–material values and attitudes in the subject.

According to the value–basis theory, ecological attitudes are the result of a more general set of values, which are:

1) selfish ecological attitudes, based on the belief about the harm of environmental risks to the health of subjects of nature management;

2) social–altruistic attitudes, according to which the subject is included in pro–ecological actions to ensure a healthy environment for other subjects and future generations.

Environmental values are part of a broader value system. In general, values that are part of any culture denote not only an object or event, but also imply a certain reaction, expressed in the corresponding social actions.

Environmental beliefs have not been systematically studied at the present time, therefore, their nature has not yet been sufficiently studied, as well as the principles according to which they are integrated into a single system.

Environmental knowledge is one of the forms of manifestation of the ecological culture of a society; acts as a cognitive component of ecological consciousness and represents "general knowledge of facts about the environment and its main ecosystems". It has two levels of analysis: knowledge of facts and knowledge of actions.

Factual knowledge includes knowledge of the factors that determine the environmental situation, knowledge of the causes of

environmental problems, knowledge of measures leading to the deterioration of the environmental situation.

In conclusion, we would like to note that a safe environment in the future will largely depend on whether we can purposefully transform cities so that they become centers of sustainable development and a natural part of the ecosystem, and not its antipode, which is possible only with fruitful cooperation of the authorities and public organizations.

8. Useful links

● Ermolaeva P.O. Features of the formation of the ecological culture of Russian and American students: a cross–cultural project: diss. Phd. Social Sciences: 22.00.04. – Kazan, 2011. – 285 p.

A modeling method was used in the work: on the basis of clustering, an analytical procedure for grouping subjects into different types of environmental culture was carried out according to the degree of development of environmental consciousness and activities of subjects. Depending on this, various types of ecological culture of student youth are distinguished.

In order to study the factors of the ecological culture of student youth, the branch theory was applied: the "contextual theory" proposed by the American scientist P. Stern. According to this theory, the intention of the individual should be included in environmentally responsible behavior, which is a consequence of the influence of many different factors: prescribed and achieved social differences (cultural / social capital, education, skills, social status, etc.), institutional norms and regulations. (social programs, legal and tax regulations, etc.), public expectations, social support, institutional factors. Objective factors include the conditions and circumstances that form the prerequisites for his activities independent of the subject; to subjective factors – conditions and circumstances associated with the processing of external conditions in the consciousness and psyche of the individual.

● Axelrod L. J. Balancing personal needs with environmental preservation. // *Journal of Social Issues*. – 1994. – № 50 (85). – P. 104.

At the heart of this study there is the problem of the values taxonomy, which defines three areas (economic, social and universal).

It was developed and used to study the influence of personal values on people's decision–making when faced with environmental

dilemmas. The paper considers hypothetical scenarios where economic needs were opposed to environmental protection, and they were used to develop individual solutions. The influence of economic and social conditions at the experimental level is revealed.

The study is based on a survey of 144 university students and shows that subjects with a universal value orientation were more likely to support environmental action than subjects with an economic focus. The decisions of socially oriented subjects varied depending on the aspect of "social justice" of the situation. In addition, only the decisions of economically oriented subjects were influenced by changes in the economic state of the situation. Implications for solving current environmental dilemmas are discussed.

● Values, beliefs, and pro–environmental action: Attitude formation toward emergent attitude objects / P. C Stern., T. Dietz, L. Kalof., G. A. Guagnano. // *Journal of Applied Social Psychology*. – 1995. – № 26. – P. 1611–1636.

The paper explores a model where people construct attitudes towards new or emerging objects, referring to personal values and beliefs about the significance of these objects for their values. The authors found a variety of factors that determine the theory of values associated with a person's readiness for active environmental action. The willingness to take environmental action, according to the authors, is a function of both values and beliefs. At the same time, the authors explain the values of gender differences by the influence of beliefs. This model aims to explain the factors that determine public concern about environmental conditions.

● Petryanina L.N., Buldygina A.A., Barmotina A.A. Ecological problems and ways to solve them in a modern city. // *Modern problems of science and education*. – 2015.

The study analyzes the relevant problem of urban waste. The reasons for this situation are noted: violation of waste disposal and storage technology, low ecological culture of the population, lack of a reliable mechanism for the implementation of sanitary legislation.

The promising tasks of waste processing by various methods (thermal, biological, mechanical, complex, etc.) and their reuse are set. The importance of developing new equipment and technologies for the processing and disposal of solid household and hazardous waste is

emphasized. The importance of the experience of the EU countries, where the underground vacuum system for separate waste collection is becoming increasingly popular, is emphasized. This collection technology is used in more than 25 countries in Europe, North and South America, Asia, Australia and the Middle East.

Case «COUNT ME»

By: Anastasia Mokrushina

1. The Goal – to actualize the issue of greening the urban environment as one of the criteria for a comfortable and sustainable city and to discuss the possibilities of citizens' participation in maintaining a green urban environment.

2. Focus – Sustainable Development Goal № 11: Ensure openness, security, resilience and environmental sustainability of cities and towns.

3. Objectives for achieving the SDG's: 11.3; 11.4; 11.6; 11.7; 11.A

4. Description of the problem situation

The Siberian city of Krasnoyarsk (Russia) became infamous in the country as a "city of black sky", occupying the top place in the ratings of cities with the dirtiest air and unfavorable environmental conditions.

This ecological situation causes a continuous outflow of the population, an increase in morbidity and growing social tension – over the past four years, dozens of environmental actions, rallies, flash mobs have taken place, petitions and appeals appear, the topic of ecology is always in the news. The air pollution problem is caused by a large amount of emissions from the metallurgical industry, heat power engineering and vehicles, but can be reduced with proper landscaping.

At the moment, the city has an urgent problem with maintaining a full–fledged healthy green frame, because it reduces dust and the content of harmful substances in the atmosphere, cleans wastewater,

protects against air pollution, improves the microclimate and indirectly reduces pollution from energy (by mitigating temperature peaks and reducing the need for heating and cooling).

5. Issues for discussion

1) How often do you pay attention to the amount of greenery in your area? How important is it to you and why?

2) Why, in your opinion, could a similar situation have happened with the green fund in the described case?

3) Who do you think should be involved in greening the city at different stages?

4) How can the situation be dangerous if the problem of green spaces in the city will be solved only by local authorities, without the wide public participation?

5) What are the possible options for solving the problem of greening in the city?

6) Why do you think a sustainable city is a green city?

7) How can addressing this issue contribute to the achievement of SDG 11? What specific objectives of the goal can it solve?

6. Possible/real solution of the issue

The public organization "Living City" is implementing the project "Count Me – Countree.ru" – an inventory of green spaces in the Krasnoyarsk Territory.

In 2018, the organizers created a system for accounting for urban green spaces, with the help of which volunteers have already mapped more than 22 thousand trees and shrubs in 3 cities of the Krasnoyarsk Territory. This interactive map helps to protect already growing trees and choose suitable places for new ones, spending the city budget effectively.

The organizers urge local residents to become volunteers and connect to the counting of green spaces in the city through the countree.ru system and a mobile application; the system and the application are very easy to use, all you need is a smartphone and willingness to participate.

From 2020, the organizers plan to carry out an inventory of green spaces not only in Krasnoyarsk, but also in several cities of the region and Russia.

7. Additional information for the trainer

The current state of the green fund in Krasnoyarsk and the cities of the region is determined by three main factors:

● lack of understanding at all levels (local governments, contractors, media, townspeople) of the critical role of green spaces in the city;

● lack of any accounting (species, state, location, growing conditions) and monitoring of plantings;

● lack of responsibility for the safety and well–being of green spaces in the city.

Together, this leads to many problems – to improper planting and pruning, threatening the destruction of plantings; to disorderly demolition; to lack of proper care and – as a result – to continuous degradation and an increasingly deplorable state of the urban green fund. And as a consequence – to a continuously deteriorating environmental situation, an increase in morbidity, an outflow of the population and the escalation of social tension. Therefore, the social significance of a project aimed at working with each of the three stated factors is difficult to overestimate.

An article written by the head of the "Living City" organization on the need for an inventory of green spaces. URL: http://www.sib–science.info/ru/news/gorodskie–derevya–ot–i–06032020

Sustainable cities –why it matters?. URL: https://www.un.org /ru/development/devagenda/pdf/Russian_Why_it_matters_Goal_11_Cities.pdf

Work on the case in pairs or in groups.

8. Handouts for participants

Drawing paper, highlighters for recording answers or ideas in the process of discussion.

9. Useful links

We recommend watching it after discussing the issues with the group and before presenting a real solution to the case.

Why do we need trees in the city? | Evgeniy Sukharev | TEDxPloschadMira. URL: https://www.youtube.com/watch?v=8IWK5 PlQhTw.

Evgeny Sukharev is the coordinator of the program for the preservation of the green fund of the city of KROORGS "Living City".

The city is a place where people live compactly. The land in it is very expensive, so is it worth spending it on green spaces? Do we even need trees in the city? What is their practical use for every citizen? What should be the greening of the urban environment?

Krasnoyarsk green space map. URL: https://24.countree.ru/

Case «GREEN ZONES: THE ROLE OF COMMUNITY IN ENSURING CITIES ENVIRONMENTAL SUSTAINABILITY »

By: Nadiya Kostyuchenko

1. The Goal – form students' understanding of the urban community role in ensuring the environmental sustainability of settlements.

2. Focus – Sustainable Development Goal № 11: Ensuring openness, security, resilience and environmental sustainability of cities and towns. Additionally, SDG № 16 is involved.

3. Objectives for achieving the SDG's*: 11.3; 11.4; 11.6; 11.7; 16.7.

4. Description of the problem situation

Sumy is a typical regional center in northeastern Ukraine with a population of about 260,000.

Despite the fact that the city is considered to be quite green, the problem of atmospheric air pollution remains relevant due to the

development of chemical and other industries in the city. The main air pollutants are such enterprises in Sumy as: JSC "Sumykhimprom", JSC "Sumy NPO im. MV Frunze", JSC "Centrolit" and JSC "Sumyteploenergo". Moreover, the dynamics of air pollution in the city in recent years indicates an increase in emissions into the atmosphere.

According to the recommendations of the World Health Organization, in order to ensure the optimal level of oxygen, there should be at least 50 m^2 of urban green space per inhabitant of the city. According to some studies, the rate of public green spaces for large cities should be 21 m^2 per person. Today, in Sumy the degree of landscaping is 18 m^2 per person on average.

In such conditions, the problem of an attempt to cut down green spaces arose in the Zarechny district of Sumy with the aim of further commercial development (instead of a green zone, a multi–storey residential building should appear). This issue was lobbied by a number of city council members. However, the urban community began to defend the public interest and advocated the preservation of the green zone. In addition, an important point is the fact that the territory that was considered for development was considered a green zone according to the city's master plan. Accordingly, to carry out construction work, it was necessary to change the purpose of the land plot and remove it from the green zone status by voting at the city council.

Thus, a contradiction of interests of various groups of the population arose and, accordingly, the conflict of economic and socio–ecological interests intensified.

5. Issues for discussion

1) Discuss in small groups why – despite the fact that sustainable development is on the list of national and global interests – situations arise when priority is given to commercial development and green areas in communities are destroyed?

2) In your opinion, how can such situations be prevented?

3) What is the role of green spaces in the village? What impact do they have on the physical and mental health of people, how do they affect biodiversity?

4) Think and discuss how the different stakeholders were involved in the conflict? Which parties could have connected from the side of the "defenders" of the green zone and how?

5) How do you think the city community fought for its rights? How do you think this story ended?

6) Do you know any other examples when the community has mobilized to fight for their rights? How did the community act in this case?

6. Possible / real example of the solution

To resolve conflicts, it is necessary to oppose the economic interests of a certain group of people with the common efforts of the community, united on the basis of national or global interests.

The preservation of existing green areas and the expansion of their area is a priority direction of sustainable urban planning and environmental policy of a modern city.

A feature of this case in Sumy was that at the beginning of the conflict, there were a small number of stakeholders who advocated preserving the green zone in the city (mainly people living near this green zone). As the conflict escalated, this stakeholder group was able to engage residents from other parts of the city, environmental organizations and other non–governmental organizations, as well as local television, radio and the local press. Also, scientists joined and calculated the damage to the health of the population due to the decrease in the area of green spaces in the city. In addition, the city community tried to act through the city council deputies loyal to this issue. Gradually, support came from people living in remote areas of the city who did not use this green area for recreational purposes.

Thus, the community's actions against changing the purpose of the green areas in Sumy became serious, weighty and justified. Acting together with different groups of stakeholders, city residents mobilized to fight, primarily informational. As a result, at the session of the city council, the issue of a moratorium (ban) on changing the purpose of green areas within the city was put to a vote. However, due to the insufficient number of votes, the decision was taken far from immediately (the issue was put to the vote several times, and each time there were not enough votes in favor). As a result, the required number of votes was gained, and

a decision was made by the city council "On the introduction of a moratorium on changing the purpose of land plots of green zones within the city of Sumy" № 3620–MP, which meant the victory of the city community and the preservation of green zones (and not only disputed territory, and all green areas approved by the master plan of the city).

As the presented case of Sumy has shown, the urban community should take part in making strategically important decisions for the life of the city, and, if necessary, unite their efforts and express their opinion on the decisions of city management. Only in this case it was possible to count on the achieved, albeit temporary (the moratorium is adopted for a certain period – several years), but a positive result, which the residents of other cities can be guided by. It should be noted that the problem of reducing green spaces is relevant for many cities of Ukraine.

7. Additional information for the trainer

1) The main actors in the conflict:

- people living in the immediate vicinity of the green zone;
- people living in the area of the city where the green zone is located;
- people living in an area of the city that is remote from this green zone;
- local non–governmental organizations;
- local press;
- radio;
- local television;
- City Council*;
- scientists;
- national environmental organizations.

Among the deputies of the city council were fractions interested in making a profit from building in the green zone. Also, some MPs controlled local radio and newspapers.

2) The role of green areas in the village:

- Greening of urban areas should be considered as a direction of environmental and urban planning regulation and maintaining conditions for environmentally sustainable development. The state of green spaces

determines the quality and level of improvement of the urban environment, forms the aesthetic frame of the city, improves its architectural and artistic appearance.

● Green spaces have a significant impact on the possibility of organizing good recreation for city residents, fulfilling the recreational goal.

● Green spaces within the city affect the health of its residents: they slow down the wind speed, reduce the strength of sound waves, protect against dust, absorb gas from the air, weaken the unfavorable heat exposure of pedestrians, and also improve the mental state of residents.

● Green spaces in human settlements contribute to the conservation of biodiversity.

8. Handouts for participants' answers

Basic concepts:

● Green spaces are trees, shrubs, flowers and herbs of natural and artificial origin in a certain area of the settlement.

● Green space is an urban development element that contains green spaces.

● The general plan of a city is a project document on the basis of which planning, construction, reconstruction and other types of urban development of the territory of a settlement are carried out.

● The City Council is a local government body in the cities of Ukraine.

Case «FOCUS ON COMMUNITY PRIORITIES»

By: Yuriy Petrushenko

1. The goal of the case – developing students' awareness of the importance in paying attention and taking into account the priorities of the local community while planning and implementing local development projects.

2. Focus – Sustainable Development Goal № 11: Ensuring openness, safety, resilience and environmental sustainability of cities and towns. Other SDGs involved: № 4, № 16, № 17

3. Tasks to achieve SDG: 11.3; 11.4; 11.B; 11.C; 4.7; 16.7; 17.1; 17.3; 17.5.

4. Description of the problem situation

One of the international programs that is working to restore the territory of the Luhansk and Donetsk regions of Ukraine destroyed by the hostilities, received a request from the local community in support of its actions aimed at the reconstruction of the public park, although at that time, according to experts of this international program, this town had more important issues such as improving the quality of water supply and health care. The application included an explanation that their town was destroyed and many of its residents left the city, and only now are beginning to come back. Due to the fact that the local park was most damaged during the shelling, now they have nowhere to meet and relax in the evenings. Community members argued that the renovation of the park would have significant psychological implications and give people a sense that life is slowly coming back to normal. The local council developed a detailed plan, which included the creation of a playground for children, a sports stadium and exercise equipment, recreation areas for youth and retirees, and the construction of kiosks where people could sell street food and drinks.

5. Issues for discussion

1) Why did the local community choose a low priority (according to an international technical assistance organization) option for requesting support for funding?

2) Should the international program support this application from the local community? What are the positive and negative consequences of the solution (both supporting or opposing)?

3) What will the economic and social effect of the park renovation be?

4) Why is it important to involve residents when planning the development of a territorial community? When is it issential?

5) How will the decision of the international program to support the submitted application for the achievement of Sustainable Development Goal № 11 "Ensuring openness, security, resilience and environmental sustainability of cities and human settlements" influence the local community? How will this decision affect the achievement of other SDGs, in particular goals 4, 16 and 17.

6. Possible/real solution

The international program decided to support the project, despite criticism from other humanitarian missions that worked in the region. When the park was restored, the psychological atmosphere in the city changed significantly: the restored park became a signal that the worst was left behind. Families who had previously left it began to return to the city and even residents of neighboring territories will be moving as well.

When discussing the decision, it was pointed out that focus on community priorities is an important component of the success of local development projects. If the rule "nothing for us without us" is not observed, people may not appreciate and not save the results of the assistance received, or this help will be ineffective. It is also very difficult to achieve active and motivated participation of people in the implementation of planned projects without community participation in setting development priorities. Local development should be carried out with a focus on the priorities of the local community and with its direct participation.

7. Additional information to the trainer

Possible arguments for the decision to support the local community application:

1) Involving the local community in setting development priorities is a necessary element of successful planning, since it ensures the achievement of exactly the results that residents want, and creates a sense of their participation among local community members and therefore responsibility for the decisions made.

Local planning usually includes 2 important dimensions: observations at the level of individual households and observations at the community level as a whole. Global experience shows that planning at the household level is typical in regions characterized by high levels of poverty, lack of access to the financial market, regions where government

programs for social mobilization are implemented for sustainable development of livelihoods. In such cases, planning begins not even at the community level, but at the household level and aims to ensure sustainable livelihood development. Poverty is not just a household problem; it becomes a problem for the society as a whole. First, each household prepares a livelihood plan based on the capabilities (skills, abilities, etc.) of the able–bodied family members. This plan includes one or more activities that can generate income through the expansion of an existing family business or the initiation of a new business. The aggregation of household plans at the community level turns into a community plan for economic development and household welfare.

When planning local development, community members identify the development challenges they face on a daily basis, prioritize them and find opportunities to implement them. They use many different tools to identify needs, such as brainstorming, surveys, etc. Problems identified are revised in terms of urgency, equity (or many community members need to be addressed and a weak sector will not be left out), accessibility (negligible and are technically easy to solve due to community capacity), sustainable development (sustainability) and are prioritized. Technically complex and financially costly needs are often at the bottom of the list as they require external intervention. Society is unable to satisfy them on its own. After the issues are prioritized by consensus, the community management team (often a local NGO) makes an economic assessment of the top priority areas, considers what share of funds can be provided by community members and which should be sought from outside.

Some programs work closely with local governments, some do not. However, it is common practice to include community priorities in development plans that are formulated by local authorities. This is for collaborative decision making.

2) Since material and financial resources are limited, and there are many problems in the world related to hunger or lack of basic means of living, therefore, most international economic development programs are focused primarily on meeting the basic needs of people on the lowest rung of the Maslow pyramid. Cultural needs (which include the reconstruction of a public park), accordingly, should already be met after basic needs, which include water supply and health care. In addition, it is

usually the local authorities or the national government, and not international organizations, that determine the areas of support for cultural development.

3) Respect for community priorities is a key component of social mobilization programs. If the city was destroyed during the hostilities, then it is logical that the establishment of a normal rhythm of life, in the opinion of the local community, is a necessary step for further development.

Reconstruction of a public park can bring a multiplier effect to motivate the population for economic and social development through the return of people to normal life. This can encourage people to work together to address the basic needs of the community.

In addition, the territory where people live and the cultural environment structure economic development. American sociologist Ray Oldenburg proposed the concept of so–called "third places", which are necessary in the urban space to create an atmosphere favorable for municipal development. The third place is the space in the city for learning, communication, business meetings and work. The creation of a parkland in a city can also contribute to these goals.

8. Materials for participants' answers

Materials can be the priorities of the international assistance program, a brief description of the application from the local community, a description of the social and economic life of the local community. But for this case, they are optional.

9. Useful links

1) Ernesto Sirolli. Want to help someone? Shut up and listen. (TEDxTalk). URL: https://www.ted.com/talks/ernesto_sirolli_want_to_ help_someone_shut_up_ and_listen?language=ru.

When most well–meaning humanitarian aid workers hear about a problem they think they can solve, they are sent out to do it. This is naive, as Ernesto Sirolli believes. In this fun and passionate talk, he suggests that you first listen to the people that you are trying to help and harness their own entrepreneurial spirit.

2) Community–driven development (CDD).

URL: https://www.worldbank.org/en/topic/communitydrivendevelopment.

A go–to resource for learning the principles and real–world success stories of the World Bank's Community Development Programs (CDDs) that work with transparency, participation, community empowerment, community responsiveness, accountability, and local capacity building.

Case «INITIATIVE BUDGETING: THE ABILITY TO IMPLEMENT YOUR OWN IDEA AND UNITE LIKE–MINDED PEOPLE»

By: Denys Smolennikov

1. The goal of the case is to get the participants acquainted with the model of proactive (participatory) budgeting, analysis of the most popular ideas that have been implemented in several Ukrainian cities. Participants are invited to develop projects of initiative budgeting, discuss and make a choice of the most beneficial project, develop ideas for promoting this project among the townspeople

2. Focus – Sustainable Development Goal № 11: Ensuring openness, safety, resilience and environmental sustainability of cities and towns. Other SDGs involved: № 3, № 4, № 9, № 17.

3. Tasks to achieve SDG: 11.3; 11.7; 11.b; 3.4; 4.7; 9.1; 17.3; 17.5.

4. Description of the problem situation

The existing practices of local self–government do not always allow solving local problems effectively. There are very frequent cases when the opinion of the deputies of the local council is diametrically opposite to the sentiments of the majority of citizens who actually elected these deputies. This problem becomes especially acute in matters of budgeting and implementation of local projects. Why were the funds allocated specifically for these projects, while others were not

considered? Who submitted the idea? How will the project implementation be monitored? How did the public hearings go? Who is the ultimate beneficiary of this or that project? These and many other questions arise when spending budget funds on initiatives that are sometimes unnecessary.

One of the ways out is the model of proactive (participatory) budgeting, which allows not only to develop the most useful ideas for citizens, but also to ensure the participation of citizens at all stages of the project. Moreover, proactive budgeting projects unite like–minded people, make budgeting processes more transparent, and expand opportunities for building an effective civil society.

5. Issues for discussion

1) By means of "brainstorming", create an idea that can be implemented using the model of initiative (participatory) budgeting. In small groups choose the best idea, develop and discuss a project that: 1) will be most useful for the citizens of the locality where you live; 2) will have a high chance of winning, since it will be supported by a sufficient number of residents of the settlement. To develop a project of proactive (participatory) budgeting, use the following form (Table 1).

Table 1 – A template of initiative (participatory) budgeting project

Name of the project	
Creators of the project (idea)	
Problem (prerequisites and justification the project implementation importance)	
The goal of the project	
Suggested solution to the problem	
Target audience of the project	
The total cost of the project	

2) To fill in the "Total project cost" field, it is necessary to develop an indicative budget (table 2).

Table 2 – Form of the estimated project budget

№	Name of goods and services	Quantity, units	Price per one.	Total
Items to be purchased				
1				
…				
Services (work) required for the project				
1				
…				

3) Think over ways to promote your project among the inhabitants of the locality. How to make your idea win in the competition of projects of initiative (participatory) budgeting?

4) Imagine that the idea of your project will need to be presented among residents in a city park (method of "pitching ideas").

5) Think about whether you personally, as well as your team, friends, relatives, are ready to invest in the project? Is it possible to collect an amount of 5% of the project total budget?

6) Present your project to the group and get feedback from participants regarding the possibilities of winning the competition, the strengths and weaknesses of the project, as well as potential threats to its implementation.

6. Possible/ real example of solution

Today the participatory budget in Brazil operates in 200 cities, in other South American countries this model is used by more than 500 cities, more than 200 cities use it in Europe (mainly in Southern and Eastern Europe, as well as the UK), more than 100 cities implement it in Africa, as well as in about 120 cities in Asia.

The Participation Budget, or Public Project, is a model of proactive (participatory) budgeting, which is being implemented in Ukrainian cities. Let's consider the results of the implementation of this model in 2017 and 2018 using the example of the city of Sumy (Ukraine), whose population is about 260 thousand people (table 3).

Table 3 – The main indicators of the implementation of the model of proactive (participatory) budgeting in the city of Sumy (Ukraine)

Indicator	*2017*	*2018*
Total projects submitted	66	90
Funding requested	32,95 8.94 million UAH*	66,34 8.94 million UAH
Gender distribution of authors (women / men)	48%/52%	54%/46%
Average age of authors	40–45 years old	35–40 years old
The most popular thematic area of submitted projects (% of applications submitted)	Healthy lifestyle (44%)	Healthy lifestyle (42%)
The second most popular thematic area of submitted projects (% of applications submitted)	Improvement of the city (36%)	Improvement of the city (30%)

Indicator	2017	2018
The third most popular direction of submitted projects (% of applications submitted)	Culture and tourism (8%)	Culture and tourism (9%)
Share of rejected projects (before voting)	23%	20%
The number of residents who took part in the voting	12047	19216
Votes for projects	17002	30740
Number of winning projects	18	13
Total budget of winning projects	8,94 8.94 million UAH	10,61 8.94 million UAH

*The average annual dollar exchange rate in Ukraine in 2017–2018 was 26.9 hryvnia per $ 1.

All projects, according to the terms of the competition, are divided into local and city–wide, while the budget of the city–wide may be higher than the local ones. Each resident has the right to vote once for one city–wide and one local project. Based on the data in Table 3, in 2017 each Sumy resident used only one of his votes (for a city–wide or local project), and in 2018 this situation changed dramatically – the majority of residents voted in both nominations.

Also an interesting fact is the increase in the total budget in 2018 and a decrease in the number of winning projects. This is due to the opportunity to submit projects with a large budget in 2018.

As for the thematic area of the winning projects, the most popular were ideas related to a healthy lifestyle (50% of the total in 2017 and 85% in 2018). We are talking about a variety of sports and playgrounds in the

city's neighborhoods. Also in 2018, 1 project from the Social Protection group and 1 project of the City Improvement direction won.

7. Additional information to the trainer

When pitching, it is important to use a stopwatch and measure 60 seconds accurately. The participant must have time to briefly, emotionally and clearly convey his idea in a short period of time.

In fact, this technology is based on the approach of presenting one's idea orally (without presentation) while driving in an elevator (1 minute) with a potential investor, with whom the participant happened to be in the same elevator.

It is advisable to organize voting for the best idea of proactive (participatory) budgeting during the training.

8. Materials for participants' answers

1) The implementation of proactive (participatory) budgeting is shown in the example of the city of Sumy (Ukraine). As you can see, the most popular ideas are projects to create sports and playgrounds in the city's neighborhoods. This is due to the fact that the voters feel that they are the direct beneficiaries of the project, as they live in this microdistrict.

2) Recommendations for preparing a presentation for pitching ideas.

Key points to be included in a presentation (recommended presentation structure):

● Introduce yourself (briefly and clearly). You don't need to describe your entire career, just mention the main points that are relevant to your project;

● State the problem that your project aims to solve;

● State how you are going to solve this problem, what exactly you are going to do, what steps to take;

● Mention what you have already done in this direction, at what stage the project is (whether a team is formed, an action plan drawn up, etc.).

In addition, we recommend that you read the tips for pitching preparing (in English):
URL: https://articles.bplans.com/the–7–key–components–of–a–perfect–elevator–pitch/

URL: https://www.mindtools.com/pages/article/elevator–pitch.htm.

9. Useful links

● Public budget in the city of Sumy URL: https://pb.smr.gov.ua/about. On initiative budgeting: a tutorial.

● 50 questions about initiative budgeting: a tutorial /

● V.V. Vagin, K.V. Pominova, et al. – Moscow: Filin, 2018 .– 86 p.
URL: http://council.gov.ru/media/files/Txixie6Lxgtc0d2JhLPV7b2PdX CyTkx2.pdf.

● Stanislavchuk N.O., Demyanishina O.A., Movchanyuk A.V. Participatory budgeting as an innovation management mechanism [Electronic resource] / N.O. Stanislavchuk, O. A. Demyanishina, A. V. Movchanyuk // Economics and Suspension. – 2018. – № 15. – P.751– 753. URL: https://pb.smr.gov.ua/statistics/.

GOAL 12: RESPONSIBLE CONSUMPTION AND PRODUCTION

Responsible Production and Consumption.

Case «INTERNATIONAL WORLD DISCO SOUP DAY»

By: Anastasia Mokrushina

1. The Goal – to keep the problem of food waste up–to–date and discuss how you can contribute to solving the problem on a personal level.

2. Focus – Sustainable Development Goal № 12: Ensure the transition to sustainable consumption and production patterns.

3. Objectives for achieving the SDG's: 12.3; 12.8.

**4. Description of the problem situation**

About 1/3 of the produced food products are discarded annually in the world. This is approximately 1.3 billion tons per year. In Russia, 17 million tons of food waste is generated annually – this is 30% of the total amount of municipal solid waste.

While we throw away food, about 700 million people around the world suffer from hunger and malnutrition, and in Russia more than 20 million people live below the poverty line. Humanity "loses" a huge amount of food suitable for consumption at each stage of the product life cycle: agricultural production, transportation, processing, storage, retailing and consumption by households (thrown away by the consumer).

Some experts share the concept of food loss and waste. Thus, losses occur at the stages of harvesting, storage and transportation. And

food spoilage refers to food that is fit for human consumption but is discarded by supermarkets or consumers.
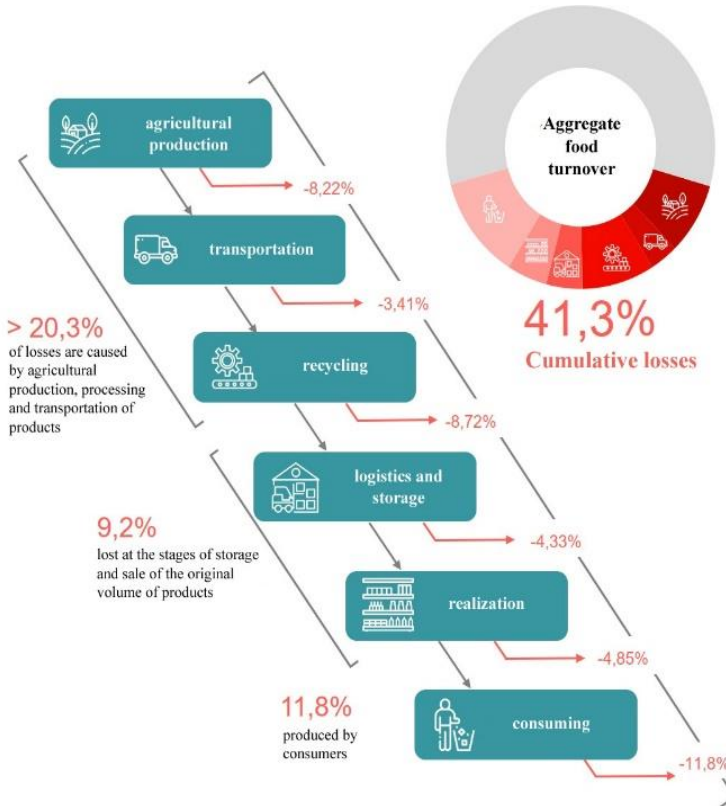
Pic 1. Food loss chain[8]

In Russia, the bulk of losses occurs at the consumption stage, that is, at home (almost 12%). According to statistics, almost all food waste (94%) ends up in a landfill, where it starts to rot. The growth of bacteria is accompanied by an unpleasant odor, and methane gas is released into

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[8] Food sharing in Russia: a way to save up to 1 million tons of food annually. URL: https://tiarcenter.com/wp-content/uploads/2019/10/ Foodsharing-in-Russia_October-1.pdf.

the air. Russian landfills annually emit 2.4 tons of methane, a greenhouse gas that affects climate change.

Thus, both in the world and in Russia, there is a problem of irrational use of food, which has both environmental and social consequences.

5. Issues for discussion

1) What do you think could be the causes of "food losses" and "food waste"?

2) Have you noticed that we throw away a lot of food (at school, at home, at work?

3) Have you ever looked for ways to use leftovers / products that are about to expire? How?

4) Have you ever tried to prepare a seemingly insane dish using only what was in the fridge? What for? How did it go?

5) Do you know any tricks / tips for keeping food fresher longer? Share and compare with other members' ideas.

6) What would you change in your community to prevent food waste?

7) Have you wondered or looked for examples of how you can reduce "food waste"? If so, where and how? If not, then think and offer your options.

8) How can addressing this issue contribute to the achievement of SDG 12? What specific objectives of the goal can it solve?

6. Possible / real example of the solution

Disco Soup Day is an annual event – parties at which discarded food (for example, expiring) turns into delicious meals: participants bring food, cook together (sometimes with a professional chef), listen to music and dance.

Disco Soup was invented in 2012 by the youth chain Slow Food, organizing the first Schnippeldisko in Berlin with collective cooking to music. Within a few years, WorldDiscoSoupDay (April 27) was celebrated on all continents, organizing fun gastro, cultural and educational events, bringing together people striving for a conscious lifestyle.

Disco Soup is now not only a way to have a good time, but an event that aims to raise awareness of the global problem of food waste, food loss and climate change.

How to Organize Disco Soup: 6 Easy Steps

Step 1: Find a convenient place with an electricity source where you can place tables for guests.

Step 2: Find Food Waste! Ask farmers, supermarkets, and bakers to give you unsold food that should be thrown away.

Step 3: Call your friends! You will need a group of enthusiasts to gather groceries, cut vegetables, and prepare an entertainment program.

Step 4: Send out invitations and ask guests to bring their own crockery and cutlery. Create an event page on social media with a link to the Slow Food Youth Network website, and be sure to share inspiring photos and videos in advance. Make a lot of noise!

Step 5: Add your favorite song to the World Disco Soup Day global playlist on Spotify music service.

Step 6: Pour soup and dance – filling stomachs instead of trash cans!

7. Additional information for the trainer

For discussion of questions 1, 6, 7, we recommend organizing work in medium and small groups, so that as many people as possible can speak and offer options.

***Table 1 – Possible causes of loss and spoilage of food products*[9]**

Food losses	*Food spoilage*
● Harvest time chosen incorrectly, climatic conditions (farmers plant more and get surplus in good weather conditions)	● The quality standards of goods in retail trade determine the appearance of vegetables and fruits – edible, but "imperfect" products in color, shape, size, become illiquid

[9] Responsible consumption and production: why is it important. URL: https://www.un.org/ru/development/devagenda/pdf/Russian_Why _it_matters_Goal_12_ResponsibleConsumptionProduction.pdf.

● traditional outdated methods of harvesting and processing crops ● unsatisfactory storage conditions (technical failures, unsatisfactory state of storage facilities) ● variability in demand for a product	● short shelf life of products in supermarkets ● inadequate planning of purchases that leads to over–purchase (as a result of too large portions or packaging) ● misunderstanding of labeling (shelf life and expiration date) ● improper storage at home

You can deepen the work on the case by adding a step to create posters or collages of recipes from "what's in the fridge". This will work well with younger groups and will also stimulate the creative thinking of the participants. Here you can play the World Disco Soup Day playlist on the Spotify music service.

8. Handouts for participants' answers

Since it is good to use the formats of group work and presentation of answers to solve the case, the trainer needs to provide the participants with office supplies and paper for posters to record and visualize the answers. If you are adding a step with poster collages, then glue, scissors, markers, magazines and newspapers are needed for each group.

9. Useful links

● We recommend watching it at the very beginning of working with the case when presenting a problem situation. Video Food Loss and Food Waste (UN Food and Agriculture Organization). URL: https://www.youtube.com/watch?v=yfqh4hgyhTg.

● We recommend it for demonstration during the presentation of the case solution.

● Video "Disco soup in Moscow: 150 liters of almost spoiled products were cooked on the market". URL: https://www.youtube.com/watch?v=–M–fV8aEwYc.

● SlowFood official website. URL: https://www.slowfood.com/ru/.

Case «PLASTIC POLLUTION»

By: Nadiya Kostyuchenko

1. The Goal – formation of students' understanding of the need to move to rational consumption patterns to solve the problem of plastic waste management.

2. Focus – Sustainable Development Goal № 12: Ensuring the transition to sustainable consumption and production patterns. Other SDGs involved: № 8, № 11, № 14.

3. Objectives for achieving the SDG's: 12.5; 12.4; 8.4; 11.6; 14.1; 14.2

4. Description of the problem situation

The coral island of Henderson (Herdenson) in the Pacific Ocean was declared a UNESCO World Heritage Site in 1988 due to its amazingly rich biodiversity and unique natural beauty of its white sandy beaches. Once paradise, it has recently acquired the sad fame of the most polluted island on Earth. Despite the fact that the island is uninhabited and about 5000 km to the nearest civilization, it suddenly found itself covered with tons of plastic waste. Today, scientists estimate the pollution on the island at 17–18 tons of plastic.

Attempts to clean the island of plastic pollution have been unsuccessful. For two weeks, members of the expedition were busy cleaning the island and found that the amount of plastic is not decreasing, but increasing. More and more new waste from different countries (Canada, USA, Argentina: Chile, Ecuador, etc.) was brought by the current.

The reason for this paradox is the geographical location of the island, which is located in the center of a circular oceanic current – the South Pacific Gyre (captures the east coast of Australia and goes to the west coast of South America).

And this is not a unique case in the world. The famous resorts of the Dominican Republic were covered with solid plastic waste brought

by the ocean. The local authorities were unable to cope with the volume of pollution themselves, and the army and volunteers were involved in cleaning the coast.

In addition, an artificial island of more than 1.5 million km^2, formed from plastic waste, was recently discovered in the Pacific Ocean (for comparison, this area is almost three times the size of Ukraine). Today, the "plastic" island is drifting in the ocean.

5. Issues for discussion

1) What are the consequences of the pollution of the island? What is the danger of plastic waste contamination?

2) What solution to the problem of plastic pollution on the island do you propose if cleaning up garbage on the coast is only a temporary solution?

3) Do you think that this case is relevant to you and to the country you live, even if it does not have access to the Pacific Ocean? Explain.

4) Suggest some alternative ways to use plastic waste.

5) How the decision of the transition to rational consumption patterns will affect the achievement of such Sustainable Development Goals as SDGs №. 8, №. 11, №. 14. Prove the answer.

6) Think and answer the following questions based on your experience:

● How much plastic waste do you (your family) generate on average per week (beverage packaging, plastic bags, disposable dishes, food containers, tubes of toothpaste, toothbrushes, etc.)? Where is your plastic waste going?

● Is waste sorting accepted in your city / country? How popular is it in your city / country? Do you (your family) sort the trash? Where does the sorted waste go next (is there an incinerator, waste recycling plant in your city / country)?

● When you buy groceries in a supermarket, do you ever think that you buy plastic packaging with the groceries? Are you ready to pay extra for an "eco–package" in a supermarket instead of buying a regular plastic one? How much, in your understanding, can the "eco–package" be more expensive for you to buy (as a percentage of the price of a plastic bag)?

● Think of as many ways as you can to reuse plastic (like a plastic bottle cap) for household needs? Share ideas with your minigroup members.

● Do you notice how the amount of plastic waste has increased as a result of the COVID–19 pandemic in the world? Discuss in small groups which plastic waste has increased significantly and why.

● Think about how you personally can influence the situation with plastic pollution in your home, city, country? What measures do you plan to take first?

6. Possible / real example of the solution

Cleaning up the ocean and coasts must be done, but it cannot be considered a solution to the problem of plastic pollution in the long term. In addition, plastic under the influence of sunlight, waves and wind is crushed into small particles – microplastics (from about 5 mm to microscopic), which makes up the bulk of plastic pollution and the main problem, since living organisms (fish, birds and mammals both sea and land) begin to take them for food.

Thus, a possible way to solve this case is to reduce the production and, accordingly, consumption of plastic in the world: replacing plastic packaging with an alternative one (bioplastic, paper, etc.), banning the use of disposable plastic dishes and bags at the legislative level.

This requires the recycling and reuse of existing plastics, such as the production of plastic bottles from recycled plastics, the production of furniture and road surfaces from plastic waste.

7. Additional information for the trainer

1) Information on the human and environmental impact of plastic waste pollution.

● URL: https://www.sciencedebate2008.com/vred–plastika–dlya–zhivykh–rganizmov–na–zemle–i–v–okeane/.

● URL: https://hightech.fm/2018/09/24/microplastic.

● Facts[10]:

● Global plastics production doubles every decade.

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[10] https://hollywoody.ru/blog/kak-ochistit-okean-ot-musora

- 20% of the plastic comes from marine sources, which means that garbage is thrown into the ocean from ships.
- 80% of garbage comes from coastal waters: it is washed off the coast or brought by the current of rivers.
- 50% of the garbage in the ocean is plastic bottles.
- 50% – plastic bags and other packaging.
- 120–150 years – the time of PET bottle decomposition.
- 200 years is the decomposition time of a plastic bag.
- 500 years – the time of decomposition of plastic waste.
- The giant garbage island off the coast of the United States has been around since the 1950s. Its area grows 10 times every decade.
- There are currently no effective programs to clean up plastic pollution from the ocean.

2) Possible ways of cleaning the world ocean (existing innovative approaches):
- "Floating traps" The Ocean Cleanup.
URL: https://habr.com/ru/company/pochtoy/blog/432692/
- Sea urn "Seabin".
URL: https://ecotechnica.com.ua/ekologiya/563–seabin–morskaya–urna–kotoraya–avtomaticheski–sobiraet–musor–s–poverkhnosti–vody.html.
- Additional devices for cleaning the world's oceans.
URL: https://hightech.fm/2016/02/09/clean_the_worlds_oceans
- A ban on single–use plastic in Europe.
URL: https://nv.ua/world/geopolitics/v–es–okonchatelno–prinyali–zapret–na–odnorazovyy–plastik–50022814.html.
- Alternative to plastic bags and plastic dishes:
- Bioplastic from fishing waste.
URL: https://www.youtube.com/watch?v=AHKaChoCDW8
- Eco–friendly dishes and bags.
URL: https://tsn.ua/ru/nauka_it/uchenyy–iz–sum–izobrel–odnorazovye–ekologichnye–posudu–i–pakety–kotorye–razlagayutsya–cherez–neskolko–nedel–1220682.html.

- Alternative to disposable plastic.

URL: https://recyclemag.ru/article/alternativa–odnorazovomu–plastiku–ekoposuda–kostochek–avokado–upakovka–dzhuta–bambuka.

URL: https://focus.ua/lifestyle/44053 – kofeinaia_gushcha_i_listia_bambuka_dizainery_sozdali_ekologicheskuiu_posudu_dlia_avialinii.

URL: https://facepla.net/the–news/tech–news–mnu/1217–bioplastic.html.

3) Alternative ways of using plastic waste, world experience:

- Sneakers made from ocean waste plastic.

URL: https://nv.ua/style/lifestyle/adidas–sozdal–kollektsiju–krossovok–iz–okeanicheskogo–musora–262925.html?utm_source=set_lang.

- Designer furniture made from waste plastics and recycled plastics.

URL: https://www.admagazine.ru/design/trend–na–resajkl–6–dizajn–proektov–sozdannyh–s–pomoschyu–pererabotannyh–othodov.

URL: https://realist.online/Future/dizajnery–sozdayut–mebel–iz–plastikovyh–butylok–i–okurkov.

URL: https://www.fastcompany.com/90293944/these–designers–transform–plastic–waste–into–public–furniture.

URL: https://www.designcommunication.net/design/furniture–design–from–recycled–materials.

URL: https://ecoizm.org/nuatan–bioplastmassa–kotoraya–mozhet–predotvratit–krizis–plastikovogo–zagryazneniya/.

- Plastic pavement: an alternative to asphalt.

URL: https://medium.com/@rodovidme/асфальт–из–переработанного–пластика–на–60–прочнее–и–дешевле–c1783473a2dd.

URL: https://rcycle.net/plastmassy/dorozhnoe–pokrytie–iz–plastika–kachestvennye–dorogi–i–zabota–o–prirode.

8. Participants handouts

Materials can be handouts about the consequences of microplastic pollution of soil and water bodies for living organisms, as well as about the effects of plastic combustion products on the quality of atmospheric air and the consequences for humans and animals. But for this case, they are optional.

9. Useful links

● World news: "Dominican coast is buried in waste".
URL: https://www.segodnya.ua/world/wnews/poberezhe–dominikany–utopaet–v–othodah–1156482.html.

A news resource to get acquainted with the situation in the Dominican Republic and the problem of pollution of the world ocean.

● World news: "A garbage island larger than two Ukraines was found in the Pacific Ocean"
URL: https://www.segodnya.ua/world/wnews/v–tihom–okeane–nashli–musornyy–ostrov–krupnee–dvuh–ukrain–1298568.html.

Case «CITY FESTIVALS AS A WAY TO PROMOTE ENVIRONMENTALLY CONSCIOUS CITIZENS' BEHAVIOR»

By: Denys Smolennikov

1. The goal of the case is to create citizens' understanding of the need for environmentally conscious behavior; promotion of best practices and innovations in the sphere of energy efficient and eco–friendly technologies.

2. Focus – Sustainable Development Goal № 12*:* Ensuring the transition to sustainable consumption and production patterns. another active SDG: № 4, № 7, № 9, № 11, № 13.

3. Tasks to achieve SDG*:* 12.5; 12.8; 12.A; 4.7; 7.2; 7.3; 9.1; 11.3; 11.6; 13.3.

4. Description of the problem situation

Today, city dwellers often do not think about environmental issues, buying certain products in plastic packaging or disposable picnic utensils. The problem of waste is relevant in many cities of Ukraine, including the city of Sumy (Ukraine), due to the occupancy of landfills and the need to search for additional land for a landfill within the city. In Ukraine, there are more than 500 plastic bags per person annually; in the

city of Sumy alone, more than 8 thousand tons of polymer waste are recycled every year. And although 33 countries in the world have completely banned the use and circulation of plastic bags, and another 53 have set a number of restrictions, some Ukrainian cities have not decided to take this step yet.

No less important is the problem of using alternative energy (solar or wind), for most urban residents such technologies still sound new and seem to be something unrealistic to use at home. At the same time, the transition to alternative energy allows not only to preserve the environment, but also to save a lot. The payback period for such projects for private households can be 4–5 years[11].

Without appropriate education of the city's residents (not only children, but primarily the adult population) it is impossible to solve these and other environmental problems of the city and the sustainable development of the settlement will be unreal.

5. Issues for discussion

1) In small groups develop and discuss your own idea for a similar festival in your city, namely:

- the name of the festival;
- the main events of the festival;
- the location;
- festival location design;
- approaches to the event.

2) Prepare a presentation of your idea for a city festival, which would involve promoting environmentally responsible activities, a new environmentally friendly technology or an environmentally focused idea. Imagine that the idea of your eco–festival needs to be presented at a session of the city council and you will have only 60 seconds to speak (the method of "pitching ideas").

3) Present your idea for a city festival to the group and get feedback from the participants.

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[11] http://electricadom.com/okupayutsya-li-solnechnye-batarei-dlya-chastnogo-doma.html

6. Possible / real solution

The issues described in the case can be resolved by means of educating citizens and involving them in city festivals. Festivals other than sports and leisure activities are recommended for presentations and "tasting" green ideas and technologies.

For example, at the city festival "Sumy Energy Fest" in Sumy (Ukraine) bio–packages were presented as an alternative to plastic bags, as well as wooden and edible tableware as an alternative to disposable tableware. These are the developments of local scientists who conducted the presentation of eco–products and "charged" citizens for environmentally responsible behavior. In addition, solar panels and mechanisms powered by solar energy were presented at this festival.

Another festival in Sumy is "Festival of Ideas: Sumy of the Future", which presented interesting initiatives of citizens and various organizations of the city, including energy efficient technologies, molecular cuisine, etc.

The key idea of the first "Odessa Eco–Festival" was the problem of behavior with solid household waste: within the framework of the event, everyone could bring garbage from the house for further sorting and removal from the territory of Shevchenko Park, where the festival took place.

These events are becoming a good practice not only in big cities, but also in small settlements. The 2019 event took place within the framework of the project "Waste management in communities: from informing to separate sorting" and gathered more than a thousand participants.

The festivals mentioned above were held in the open air, the entrance was free, any city resident or visitor could join and not only relax, but also learn something new, join in solving the problem of plastic pollution, waste and energy shortages.

7. Additional information to the trainer

When pitching, it is important to use a stopwatch and measure 60 seconds accurately. The participant must have time to convey his ideas briefly, emotionally and clearly in a short period of time.

In fact, this technology is based on the approach of presenting one's idea orally (without a presentation) while being in an elevator (for

1 minute) with a potential investor, who the participant found himself in the same elevator by chance.

To get feedback from participants when presenting an idea for a city festival, the trainer may ask the group to brainstorm a system of criteria for evaluating the effectiveness of ideas. Based on the developed criteria, you can vote, for example, using online tools (Google Forms, GoSoapBox or others).

8. Materials for participants' answers

1) Recommendations for preparing a presentation for pitching ideas.

Key points to be included in a presentation (recommended presentation structure):

● introduce yourself (briefly and clearly). You don't need to describe your entire career, just mention the main points that are relevant to your project;

● present the problem that your project / eco–idea aims to solve;

● say how you are going to solve this problem, what exactly you are going to do, what steps to take;

● mention what you have already done in this direction (if the work was carried out before), at what stage the project is (whether a team is formed, an action plan has been drawn up, etc.).

In addition, we recommend that you read the tips for pitching prep (in English):
URL: https://articles.bplans.com/the–7–key–components–of–a–perfect–elevator–pitch/
URL: https://www.mindtools.com/pages/article/elevator–pitch.htm

We recommend watching a few videos (in English) that will help you prepare for the presentation of your eco idea better:

● Tips for preparing the best pitching presentation:
URL: https://video.fh–muenster.de/Panopto/Pages/Viewer.aspx?id=2cb07443–923a–47f9–8e23–ac2800ab5359&start=undefined
URL: https://video.fh–muenster.de/Panopto/Pages/Viewer.aspx?id=dba451cc–f9ef–4eff–83c9–ac2800ab5375&start=undefined

● An example of an idea presentation at a pitching:

URL: https://video.fh–muenster.de/Panopto/Pages/Viewer.aspx?
id=5853b351–2d22–4822–af5f–ac2800a7c1ee&start=undefined

9. Useful links

● City Festival "Sumy Energy Fest":

URL: http://www.vsisumy.com/news/razvlecheniya/sumy–energy–fest–
zavtra–v–sumah

URL: https://sumypost.com/sumynews/suspilstvo/u–sumah–projshov–
sumy–energy–fest

URL: http://www.dancor.sumy.ua/news/newsline/238299

News resources to get acquainted with the idea of the Sumy Energy Fest city festival (Sumy, Ukraine).

● "Festival of Ideas: Sumy of the Future":

URL: https://www.youtube.com/watch?v=DRD3mzpxNnc

URL: https://fem.sumdu.edu.ua/ru/news–2/6693–festival–idej–sumy–
budushchego

Information resources to get acquainted with the idea of the city festival "Festival of Ideas: Sumy of the Future" (Sumy, Ukraine).

● First Odessa Eco–festival

URL: https://www.youtube.com/watch?v=3Gx6q6qiyTk

URL: https://www.048.ua/news/2384267/v–odesse–proveli–
masstabnyj–eko–festival–fotoreportaz

Information resources to get acquainted with the idea of the First Odessa Eco–festival (Odessa, Ukraine).

● Festival "Chervone Ecofest":

URL: https://www.youtube.com/watch?v=GrICv3gjrGM

GOAL 13: COMBATING CLIMATE CHANGE

Climate change is a global challenge that affects everyone, everywhere.

Case «CLIMATE CHANGE AND ITS IMPACT ON HUMAN HEALTH»

By: Igor Folvarochnyi

1. The Goal – urgent action to combat climate change for human health.

2. Focus – Sustainable Development Goal № 13: Take urgent action to combat climate change and its impacts. Other SDGs involved: № 3, № 17.

3. Objectives for achieving the SDG's: 3.12; 3.13; 13.1; 13.2; 13.3; 17.7.

4. Description of the problem situation

UN experts warn about the rise of the oceans by 1.2 m and the increase in the speed of storms and hurricanes. Certain cities and countries may cease to exist, and mass relocations will begin. In the future, a large–scale migration crisis is coming. Melting ice in Antarctica and Greenland by 20 m in the future may lead to a rise in sea levels.

There is a threat of climate change, an increase in the concentration of pollutants in the air. Water and food can be contaminated. In some countries there is a risk of loss of agricultural production. The potential danger of extreme weather conditions may increase.

Climate change is causing problems associated with infectious diseases. And new ones are going to appear. Cholera, diarrheal diseases, malaria, dengue and other vector–borne infections will become more susceptible to higher temperatures and rainfall. Progress in the fight against infectious diseases may stall.

Most importantly, climate change threatens human health and well–being. Therefore, it is necessary to develop effective policies to analyze the triggers of climate change. Public mobilization of efforts is needed.

Climate change is observed in Ukraine. The amplitude of the seasonal variation of the surface temperature decreases, the extreme values of some meteorological quantities repeat. The warming of the climate in Ukraine is ambiguous and peculiar. In colder regions, surface temperatures increased. In areas with a high background temperature, the temperature changed less.

At present, climate change is a global problem of the 21st century. One of the priorities of international politics of the countries of the world. It is considered a key component of national security in the long term.

Ukraine also faces the challenges of climate change. To solve this problem, certain measures are being introduced. Unfortunately, this issue has not received sufficient attention. There is no coherent state policy.

Population migration is projected to increase due to climate change. This will cause a lack of natural resources and political instability. And as a consequence, it will affect the economic, environmental and social determinants of health.

Climate change potentially affects human health in a variety of ways. The consequences of an increase in temperature are periods of abnormal heat waves, storms, forest fires. Changes are noticeable in the area of water supply safety and reliability. Floods and periods of drought are frequent. Climate changes for biodiversity and ecosystems are noticeable. These health effects range from changes in labor productivity to illness and death. The population of the European Region cannot avoid them. Climate change and its consequences know no boundaries.

The actions of states on this issue are fragmentary and non–systemic. It aims at trying to get immediate benefits without long–term planning. Therefore, one of the aspects of government policy on climate

change should be a balanced and effective domestic policy. It is necessary to stabilize and reduce greenhouse gas emissions. It is also necessary to adapt to climate change. This requires the creation of new institutions, the introduction of new policies, the flow of new funds. And most importantly, it presupposes new forms of thinking. However, immediate investments into solving this issue will lead to long–term benefits.

5. Issues for discussion

1) How does climate change in Eastern European countries affect the fundamentals of human health?

2) What basic concepts in the area of climate change impact on the environment and human health do you know?

6. Possible / real example of a solution

Taking action to combat climate change contributes to better health directly. This can be achieved in several ways, including reducing air pollution, increasing physical activity and changing diet. The associated health benefits of such interventions can contribute to addressing existing global health problems such as deaths of cardiovascular and respiratory diseases, obesity, diabetes and other noncommunicable diseases.

In September 2019, the UN Secretary General hosted the Climate Summit and called on states, regions, cities, companies, investors and citizens to step up action. He suggested six climate–related measures that governments can take as they begin to rebuild their economies and societies.

The first step is the transition to a "green" economy. Investment should accelerate the transition to a less carbon–intensive economy. Next is greening jobs as well as sustainable and inclusive growth. A "green economy" will increase the resilience of societies and people. Ending subsidies for the production and consumption of fossil fuels is the next step. Tackling all climate risks and cooperation are the last steps.

In his keynote address, the Secretary General noted the danger of climate change. He paid particular attention to ways of solving problems. He also emphasized the need for a more ambitious approach and improved management effectiveness. It is necessary to eliminate what he called "the defining threat of our time".

The Summit on Climate Change Measures has been convened by UN Secretary General Anthony Guterres. Its main task is to support bold initiatives and accelerate action to implement the Paris Agreement. The documents were presented to the participants of the summit. These are concrete and realistic plans to strengthen action at the national level. And also to ensure a net zero increase in emissions by 2050.

The objective of the Paris Agreement is to limit the global temperature rise this century to two degrees Celsius.

Some examples of adaptation measures are as follows:

● Implementation of a control system for more frequent natural disasters and extreme weather events due to global warming;

● Development and implementation of new agricultural technologies that ensure the most efficient use of the favorable properties of the modern climate in agricultural production;

● Creation and use of new drought–resistant varieties of agricultural crops;

● Introduction of rational water use;

● Development and implementation of a program of coastal protection measures, taking into account the processes of erosion and flooding of coastal areas, etc.

In the near future, a transition from fragmented responses to extreme weather events to preventive and planned measures should take place. This requires evidence–based approaches to mitigating the risks of climate change.

Preventing global warming requires a coordinated effort by all countries. One of the most obvious and effective ways to solve the problem of global warming is the rational use of energy resources and the reduction of greenhouse gas emissions into the atmosphere. One of the main areas of effort is the transition from traditional methods of energy generation, associated with the combustion of carbon raw materials, to non–traditional (alternative) energy. It is possible to use solar panels, wind, tidal, geothermal power plants.

7. Additional information for the trainer

Providing quality education and access to reproductive health services, especially for women and young girls, could prevent the planet

from warming up the equivalent of 85 gigatons of carbon dioxide, scientists report. The authors of the study compare the effect with the gradual shutdown of 22 thousand coal–fired power plants on our planet.

When the level of education rises, a chain reaction occurs: women gain political and, accordingly, economic power. They have more resources, including financial ones, which allows them to independently decide with whom and when to start a family. As a rule, in such situations, the birth rate falls, since women in such conditions get married later and less often give birth to children. As a result, the birth rate decreases, while the gradual increase in the number of population on the planet is one of the most important factors in the appearance of greenhouse gases and, accordingly, global warming.

The aim of the non–profit Project Drawdown is to provide climate expertise. Scientists are looking for various ways to reduce the amount of greenhouse gases in the Earth's atmosphere. According to Project Drawdown estimates, governments need to spend about $ 26 trillion to implement such initiatives, but this will allow them to minimize the volume of greenhouse gases by 2040.

8. Handouts for participants

1) United Nations Framework Convention on Climate Change.

Organizations of the UN system are most active in saving our planet. In 1992, the United Nations Framework Convention on Climate Change was adopted at the Planet Earth Summit, which was the first step towards tackling climate change. At the moment, the composition of the states parties to the Convention is almost universal – 197 states have ratified the Convention and are parties to it. The main goal of the Convention is to prevent "dangerous anthropogenic impact on the climate system".

2) Kyoto Protocol.

In 1995, countries began negotiations to strengthen the global response to climate change. The Kyoto Protocol was adopted two years later. This document obliges developed countries – parties to the Protocol – to reduce greenhouse gas emissions. The first fulfillment period started in 2008 and ended in 2012. The second period began on January 1, 2013 and will end in 2020. 192 states are participants to the Kyoto Protocol.

3) Paris Agreement.

At the 21st session of the Conference of the Parties to the United Nations Framework Convention on Climate Change, a landmark agreement was concluded to combat climate change and accelerate the action needed to achieve sustainable low–carbon development. The Paris Agreement builds on the mandate of the Convention and, for the first time in history, brings all peoples together to take decisive steps to combat and mitigate climate change and to help developing countries do so. The main goal of the Paris Agreement is to strengthen the global response to climate change, in order to keep the rise in global temperature within 2 ° C this century and even try to bring it down to 1.5 ° C.

The Paris Agreement was signed at UN Headquarters in New York on April 22, 2016, on the International Day of Mother Earth, by the heads of 175 states. This was a record number of countries that signed an international agreement in one day.

4) 2019 United Nations Climate Summit.

In September 2019, the UN Secretary General hosted a Climate Summit to discuss issues in this area. The summit focused on the key areas that are most relevant to meeting the challenges of climate change – heavy industry, natural solutions, cities, energy and climate finance. World leaders reported on measures being taken and forward–looking plans of action.

9. Useful links

● Health and Action to Combat Climate Change. Brief analytical review. URL: https://www.euro.who.int/__data/assets/pdf_file /001/420351/SDG–13–Rus–health–and–climate–action.pdf.

The report highlights that climate change is already having a serious impact on people's lives and health. It threatens the basic elements of health we all need, such as clean air, safe drinking water, nutritious food and safe housing, and could wipe out decades of progress in global health.

● Pogonysheva I.A., Kuznetsova V.P., Pogonyshev D.A. Environment, health and climate change: the experience of the European Union: training manual. Nizhnevartovsk. – Science and Practice, 2019. – 84 p.

The teaching aid presents materials on the discipline "Environment, health and climate change: the experience of the European Union".

● Shurda, K.E. Realities of Ukraine in the process of modern climate change / K.E. Shurda // Bulletin of the Odessa State Ecological University, 2014. – Vip. 18. – P. 57–64. URL: http://nbuv.gov.ua/UJRN/ Vodeu_2014_18_9.

The article assesses the current state and economic consequences of climate change, examines the economic aspects of stabilizing the concentration of greenhouse gases in the atmosphere at a relatively safe level. Particular attention is paid to the consequences of climate change in Ukraine and the analysis of the degree of exposure to these changes in various sectors of the economy.

● Framework Convention on Climate Change: Paris Agreement. New York: United Nations; 2015 (page in English with a link to document in Russian). URL: http://unfccc.int/paris_agreement/ items / 9485.php, as of 6 June 2018.

The UN Framework Convention on Climate Change, UNFCCC (Framework Convention on Climate Change, UNFCCC) is an agreement signed by more than 180 countries of the world, including all countries of the former USSR and all industrialized countries, on the general principles of action by countries on the problem of climate change.

● Project Drawdown: 76 Ways to Stop Climate Change Right Now / URL: https://hightech.fm/2020/04/14/project–drawdown– climate?is_ajax=1.

A non–profit Project Drawdown presented a list of 76 modern ways to stop climate change. The use of these methods in the future will allow states to save 144 trillion dollars, which would otherwise have to be spent on eliminating catastrophic consequences. Suggested ways include improving women's education and birth control.

GOAL 14: PRESERVATION OF MARINE ECOSYSTEMS

Careful management of this essential global resource is a key feature of a sustainable future.

Case «BE WATER MY FRIEND»

By: Ghazaros Teknejyan

1. The Goal – Concentrate the attention of the participants on the environmental problems, raise awareness about life in the lakes and give them opportunity to find some reasonable options for this real case.

2. Focus – Sustainable Development Goal № 14: Conserve and use the oceans, seas and marine resources sustainably

3. Objectives for achieving the SDG's: 14.4; 14.6.

4. Description of the problem situation

Lake Sevan (Armenian: Սևանա լիճ, Sevana lich), is the largest body of water in Armenia and in the Caucasus region. It is one of the largest freshwater high–altitude (alpine) lakes in Eurasia. The lake is situated in Gegharkunik Province, at an altitude of 1,900 m (6,234 ft) above sea level. The total surface area of its basin is about 5,000 km^2 (1,900 sq mi), which makes up 1⁄6 of Armenia's territory. Only 10% of the incoming water is drained by the Hrazdan River (only river out of lake), while the remaining 90% evaporates. The lake provides some 90% of the fish and 80% of the crayfish catch of Armenia. Sevan has significant economic, cultural, and recreational value. Its sole major island (now a peninsula) is home to a medieval monastery.

The lake itself consists of two parts (small and big Sevans, which you can see on the map). Small Sevan in the north of the lake is much deeper and has an older history than the big Sevan in the south. Small Sevan was formed 128,000 years ago. Because of the eruption of the volcanoes approximately 60.000 years ago the new form of lake Sevan was created which exists till nowadays. Since then the level of the water flapped from 1857–1925 meters.

Historically there were three main and endemic types of fishes: Ishkhan (with its 4 subspecies, 56% of total extraction, Beghlu (2 subspecies), and Koghak (2 subspecies, 40% of extraction). Starting from 1920 other species like Sig and recently also Armenian Tarekhik, Chebachok, Tsatsan, Karp were grown in the lake artificially etc. In 1980 there were almost 30.000 tons of Sig but now only 300–400 tons are left.

Since 1991 along with the independence of Armenia the level of the lake started to decrease, connected with economic crises and blockade, war etc. In this period of time the only source of food was the fish of the lake. Many species face the threat of extinction or have totally disappeared.

In 2001 the law of Sevan was adopted. Because of the new regulations the level of the lake increased by 3 meters. At the same time there are still many problems which need to be solved. The main problems are connected with the climate change, the flow of sewage into the lake,

low level of water which is the reason of reduction of spaces of some fish eggs, decrease the number of fish and illegal fishing, construction and landscaping of coastal areas which makes more difficult the rise of the level of lake, pollution of the lake and the rivers which flow into the lake, huge level of leakage, big number of organic materials and algae in the lake, thinning of hypolimnion layer etc. All these problems are caused by human beings and can be solved thanks to some effort.

Because of all the problems mentioned above some fish species have totally disappeared and some of them are under the risk of disappearance. The minimum level of the lake should be 1903.5 meters (plus 1.5 meter of wave height) to restore water quality.

5. Questions to discuss

1) What is the right sequence of solving the problems?

2) Do you see the problem as urgent or not, and why?

3) Can you predict all the bad consequences if the situation does not change?

4) How is it possible to increase the population of all the fish which need to be raised?

5) Are there any other obstacles which one has to overcome before increasing the quantity of fish in the lake?

6) Is it possible to reach the 14.4 and 14.6 targets of SDG or not? If yes, please predict some dates.

6. Alternative option of solving the problem

As lake Sevan has several problems which are correlated it is better to approach them separately.

The first problem which needs to be solved is the raising of the water level of the lake. It is very important for some fish like Ishkhan as they lay their eggs in some coastal areas which have disappeared because of low levels of water. To raise the level, it is necessary to reduce the leakage of water out of the lake. At the same time, it is needed to clean the coastal areas of some buildings, constructions and also organic materials such as trees, plants etc., if they stay under the water, another environmental problem will occur and the lake will "flourish" again as it has been happening since 2018.

Along with solving the problem of water quantity it is important to improve the quality of water too. There is a lot of garbage, plastic and other types of trash in the lake. The rivers which flow into the lake are polluted too. At the same time the sewage from the villages and cities nearby and from the hotels and restaurants also are thrown into the lake. This whole pollution should be banned and regulated as it harms the lake and its habitants.

Last but not the least, the problem is illegal fishing. Even though the level of Sevan lake is low and some regulations exist, people mostly do not follow them. In this period, it is highly recommended to implement some eco educational training at least for the citizens who live nearby the lake to make them understand all the negative consequences of illegal fishing. At the same time the government and local administration bodies should make some efforts to control the fishing process and punish all the lawbreakers proportionately.

7. Extra information for the trainer

The case is based on a real situation which exists now. There is a lot of information (mostly in Armenian and also some in English and in Russian) which needs to be studied before making any decision. The problem connected with the low quantity of fish specious is a multilevel problem. Before trying to restore the quantity of fish in the lake there has to be some strict regulation about the Sevan. After that some effort and mechanism must be implemented to raise the level of the lake to bring back all the areas which are essential for the fish eggs. Also it is highly important to change the quality of the water by cleaning the rivers which flow into the lake and also clean the lake itself. There are a lot of hotels, houses, restaurants across the lake which also have to be removed as they impede the rise of the water and pollute the lake. It is very important for the participants to understand that almost all the environmental issues are complex problems and are connected with many factors.

8. Useful links

● General information about the lake. URL: http://www.worldlakes.org/lakedetails.asp?lakeid=8636.

● Web page of lake Sevan. URL: http://sevanlake.am/en/the–problem– of– lakesevan/#:~:text=Household%20garbage%20and%20waste,Lake%20ecosystem%20and%20water%20quality.

● Article about environmental problems of Sevan. URL: https://www.armenia–environment.org/proj–page–lake–sevan.

● Government sponsored a report, from 2006, on the importance of the lake to the economy of Armenia. URL: http://www.worldlakes.org/uploads/21_Lake_Sevan_27February2006.pdf.

● Short film about life in the water of Sevan URL: https://vimeo.com/5335933.

GOAL 15: PRESERVATION OF DRY LAND ECOSYSTEM

Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss.

Case «THE TRAGEDY OF COMMON RESOURCES»

By: Yuriy Petrushenko

1. The Goal – getting participants acquainted with the problem of managing common resources, as well as effective approaches to the preservation and use of common goods, as well as shaping knowledge about the possibility of effective use of common goods and resources.

2. Focus – Sustainable Development Goal № 15: Protect, restore and promote sustainable use of terrestrial ecosystems, manage forests sustainably, combat desertification, halt and reverse land degradation and halt biodiversity loss. Other SDGs involved: № 11, № 12, № 14, № 17.

3. Objectives for achieving the SDG's: 15.1; 15.2; 15.3; 15.7; 15.9; 11.3; 11.4; 12.2; 12.8; 14.2; 14.b; 17.14

4. Description of the problem situation

In a rural community there is a common pasture where all community members can graze cattle as much as they like. Since there are no restrictions on the grazing of cows and other cattle, individual members of the community began to increase the number of livestock uncontrollably in order to get the most benefit.

Subsequently, other residents of the community, in order to keep up with their neighbors, also began to increase the number of cows and other herbivores on the farm.

As a result, the pasture began to deplete rapidly, and there was not enough grass for grazing. The peasants had to sell livestock or buy expensive feed, and as a result they did not receive the income they had hoped for, and some peasants even suffered losses.

5. Issues for discussion

1) Who is responsible for the depletion of the pasture? How real is this example?

2) Is this example typical for explaining the depletion of ecosystems in fields, forests, water bodies?

3) Could this result have been avoided? Suggest solutions to this problem.

4) Give other examples of the shared resources used. Both ineffective and effective.

5) What can civil society organizations do to protect and restore terrestrial ecosystems and to promote their sustainable use?

6. Possible / real example of the solution

In society, together with private goods and resources, that the individual property right is based on, there are so–called "public" or collective goods and resources. A characteristic feature of public goods is the territorial boundaries of their consumption. In fact, you need to find the community that consumes this good. In the example given in our case, a rural community consumes a collective good in the form of pasture.

According to the American biologist Garrett Gardin, all resources and goods that are not privately owned face the "tragedy of shared resources", the essence of which is the depletion of resources when shared.

The "tragedy of common resources" does not only concern such special cases of community life as common pastures or water bodies. In his article "The Tragedy of the Common", G. Gardin used the collective pasture as a metaphor for the general problem of overpopulation.

In the works of scientists, the "tragedy of common resources" is used to describe such diverse problems of the life of territorial

communities as the management of the local area, food supply, water supply, energy consumption, the use of budgetary funds, community conflicts and their cooperation, etc.

Many people in the world depend on resources that could be affected by the "tragedy of the common". Therefore, to preserve common resources, G. Gardin offers a paradoxical way out – the privatization of resources. In our case, it would be necessary to divide the pasture into plots and privatize them. In many countries and communities, they do just that – they transfer plots to private ownership and the owner already has the motivation for effective use so that the resource is not depleted.

7. Additional information for the trainer

American researcher, Nobel laureate in economics Elinor Ostrom and other scholars who studied this issue in the late 20th and early 21st centuries argue in their scientific works that the conclusion about the privatization of resources is not the only and optimal solution to the "tragedy of common resources".

Subsequently, even the author of the article "The Tragedy of the Common" G. Gardin reconsidered his point of view, specifying that what he wrote was in fact "the tragedy of the uncontrollable common".

Based on an analysis of a wide range of successful examples of managing collective resources and collective property, in her work "Management of the Common" E. Ostrom was able to show that under certain conditions, a community can solve the problem of using common resources more efficiently than if they were privately owned or under state control.

She scrutinizes a uniquely broad spectrum of examples, some of which are stable institutions and others that have been weak and have failed. Basing his conclusions on a comparison of the sources of success and failure, E. Ostrom describes some of the main features of successful common resources management schemes:

● clearly defined boundaries of individuals or households;

● correspondence between assignment and delivery rules and local regulations;

● availability of collective choice mechanisms;

● monitoring;

- graduated sanctions;
- available mechanisms for resolving conflicts.

In the case of the example presented in the case study, the community could agree on grazing quotas or establish a sequencing of the area where lcattle can be grazed for different members of the community.

8. Handouts for participants

In this case, the handouts for the participants' answers can be photographs of land degradation, desertification of territories, and loss of biodiversity. They can also be asked to pre–read Garrett Gardin's article.

9. Useful links

The tragedy of resource sharing. URL: https://www.youtube.com/watch?v=_gfi7zatwVE.

A video explaining the "tragedy of common resources".

Case «BORDER SPACE»

By: Rymma Mylenkova

1. The goal of the case is to introduce students to the ways of ecosystem preservation by means of the activities of non–core organizations. It also includes skills formation for building an interaction strategy between the public sector and civil organizations in preserving the biodiversity of the regions.

2. Focus – Sustainable Development Goal № 15: Protection, restoration and promotion of terrestrial ecosystems sustainable use, sustainable forests management, desertification combat, halt and reverse of land degradation and halt of biodiversity loss. Other SDGs involved: № 17.

3. Objectives for achieving the SDGs: 15.3; 15.9; 17.17.

4. Description of the problem situation

Situation: A protected area with an unusual landscape is located near the Ukraine–Russia border which is a combination of rare grasses

and chalk mountains. A civic organization whose main concern is the cultural events organization, festivals and art exhibitions aims to draw attention to the special ecosystem of the place in order to preserve its natural uniqueness. The question is: "How can a place, which has become a Mecca for those who take Instagram photos, become a translator of information about the need to preserve ecosystems? How to make it not just dry facts, but turn into a bright emotional message?"

The organization decides to hold an annual international Land Art Symposium in the natural environment, create a land art park, stir up the information environment and achieve its goals through the interaction of civil organizations and the public sector.

5. Questions for discussion

1) How can a civil organization with a profile on the development of culture and art contribute to the preservation of a unique ecosystem?

2) Who can advocate for a project if the local community and the public sector do not see potential in it?

3) What positive development in the area of biodiversity and ecosystem conservation, as well as the development of the region and local community, can the organization of the International Land Art Symposium at an open location bring?

4) What risks (reputational, organizational, financial, etc.) for organizing an annual event seem highly likely to you?

5) What is the maximum effect the organization can achieve in solving the assigned task? What is the smallest effect?

5a. Possible tasks for working in groups

1) After examining the documents of the organization, plan what types of activities, events and results can be held to achieve the set objective during the implementation of the Land Art Symposium (10 minutes).

2) After reviewing the information about the place, organization and land art, make a list of stakeholders (organizations and individuals who will benefit from the implementation of the planned project) (10 minutes).

Present the results of the group work to a general audience.

5b. Discussion

After getting acquainted with a real example and the results of the problem solution, discuss what the pros and cons of the project are and how you can improve the implemented case, make recommendations. Decide if the case can be projected onto other areas (20 minutes).

6. Possible / real example solution

For more than 20 years, a real organization has been holding the International Land Art Symposium for artists, a land art festival for spectators, and has a failed case of creating a land art park.

Results of the International Land Art Symposium:

● drawing public attention to the protected area where the symposium is being held; attracting the attention of local residents and visitors to endangered species of flora and fauna, ways of behavior and movement in the protected area;

● annual demonstration of art projects, the theme of which is the conservation of ecosystems in a narrow and broad sense;

● annual publication of photo catalogs of completed land–art projects and motivating texts aimed at preserving ecosystems;

● planting 70 tree seedlings on the territory of the Land Art Symposium;

● on the closing day of the symposium, about 1000 visitors come to the presentation annually;

● building mutually beneficial cooperation between the civil organization and the public sector (regional administration, regional promotion agency). The public sector provides partial financial and promotional aid to the project, the civil organization increases the sustainability of the ecosystem and increases the tourism potential of the region;

● the economic potential of the area is increasing (residents of neighboring villages bring eco–products for sale to the participants of the symposium, a private hotel has been built for the participants and visitors of the event, the price of real estate in rural areas near the site of the symposium is increasing);

● Attempts to create a permanent Land–art park in the vicinity of the protected area continue.

Project weaknesses:

● discussions are still ongoing in the community about whether it is ethical to engage in creativity and installation of art works near and in the protected area and whether it is generally permissible to do it outdoors;

● The local community still does not see the point in creating a permanent land–art park, prioritizing the possibility of purchasing land plots for household needs.

Funding: crowdfunding, assistance from the regional state administration, scholarship projects, self–financing, charitable assistance.

7. Additional information for the trainer

Location: the area is located near the village of Mogritsa, Sumy region, Ukraine, with the population of 800 people. The territory of the Land Art Symposium does not have the status of a protected area, but is located next to it. An abandoned chalk quarry that attracts artists and visitors with its unusual landscapes is located nearby.

The Banny Yar gully is one of the largest deciduous forests in the forest–steppe zone of Ukraine. Banny Yar is a botanical reserve of national importance. The area of the reserve is 236 hectares. It was created with the aim of protecting rare plants. The activities of the symposium do not enter the territory of the reserve.

Land art is a trend in art that emerged in the United States in the late 1960s, where the work created by the artist was linked with the natural landscape. A world famous example is the work of the artist Christo "The Surrounded Islands" – the pink fabric bordering eleven artificial islands in the Bay of Biscay, intended mainly for garbage dumping. The goal is to draw attention to the problem for several days. Then the fabric was dismantled. With the fabric, the artist hinted at the

packaging that we use when buying goods, and nature should not act as a commodity or a warehouse for packaging.

8. Useful links

● Mogritsa village, land art. Video.
URL: https://youtu.be/5DllDezdPaU

A 6 minute promotional video about the unique ecosystem and the Symposium, which is held annually near the protected area and gives an idea of the place and event.

● Social network link.
URL: https://www.facebook.com/Mohrytsya

The page presents the activities of the organization during the symposium, lectures, exhibitions and meetings.

● Land–art symposium – a tourist magnet of Sumy.
URL: http://sm.gov.ua/ru/arkhiv1/21673–lend–art–sympozium–prostir–pokordonnya–shche–odyn–turystychnyy–mahnit–sumshchyny.html

An article by the Sumy Regional State Administration on the importance of the project.

GOAL 16: PEACE, JUSTICE AND EFFECTIVE INSTITUTIONS

Access to justice for all, and building effective, accountable institutions at all levels.

Case «MALTHUS'S THEORY»

By: Yuriy Petrushenko

1. The Goal – create students' understanding of sustainable development philosophy and methodology content as an alternative to the struggle and the emergence of conflicts over natural resources.

2. Focus – Sustainable Development Goal № 16 "Promote peaceful and inclusive societies for sustainable development, ensure access to justice for all and build effective, accountable and inclusive institutions at all levels". Other SDGs involved: № 2, № 17.

3. Objectives for achieving the SDG's: 16.1, 16.2, 16.7, 16.8, 16.10, 16.A, 16.B, 2.1, 2.5, 2.6, 17.1.

4. Description of the problem situation

The English priest and scientist, demographer and economist Thomas Robert Malthus in his work "All About the Principles of Population" (1798) put forward a theory according to which uncontrolled population growth might lead to hunger on Earth. The paper argues for the need to control the population growth, since the population is growing exponentially, and the amount of food is arithmetic. In particular, Malthus influenced the formation of Charles Darwin's concept of natural selection as the driving force of evolution. Given the problem of overpopulation

and hunger, Malthus viewed wars and epidemics as a necessary process to adjust the population size.

5. Issues for discussion

1) Do you think Malthus's theory is correct, is war really a society's response to overpopulation and the struggle for resources? Does this justify wars?

2) Why, in your opinion, has humanity made great progress in science, but wars continue to exist?

3) What are the main causes of wars on our planet?

4) Can we overcome wars by building a peaceful society?

5) Is there a theory of social life to avoid wars and conflicts over resources in the present and in the future?

6. Possible / real example of a solution

An alternative to wars and conflicts over natural and food resources in the future is the *concept of sustainable development*, which provides for the responsibility of the state and civil society to ensure that the needs of both current and future generations are met. This concept, which originated in the last decades of the XX century, became the main concept of global development in the XXI century and was implemented in 2015 in the 17 Sustainable Development Goals, which were adopted by 193 countries around the world.

Considering that the philosophy of sustainable development needs to be implemented at all levels as quickly as possible, at the Summit on the Sustainable Development Goals in September 2019, world leaders proposed a decade of action and achievement for sustainable development and committed themselves to mobilizing financial resources, improving the efficiency of processes at the national level and strengthening institutions in order to achieve the Sustainable Development Goals by the target date of 2030.

The UN Secretary–General has called on all sectors of society to mobilize for a decade of action at the three following levels: action at the global level, including better governance, more resources and smarter decisions in achieving the Sustainable Development Goals; local action, including necessary policy, budgetary, institutional and regulatory changes in government, cities and local governments; as well as the

activities of people, including initiatives by youth, civil society, the media, the private sector, trade unions, academics and other stakeholders to ensure a steady momentum towards the necessary transformations[12].

7. Additional information for the trainer

Disadvantages of Malthus' theory from a modern point of view:

● Malthus used incorrect migration statistics (excluding emigrants).

● Malthus did not take into account the mechanisms of self–regulation of the number of mankind, leading to the demographic transition. However, during the time of Malthus, this phenomenon was observed only in large cities, where a minority of the population lived, while at present it has covered entire continents (including all developed countries without exception).

● The law of diminishing soil fertility: Malthus believed that neither capital accumulation, nor scientific and technological progress compensate for the limited natural resources.

8. Handouts for participants answers

Such materials could be cards / cubes with the names of the 17 Sustainable Development Goals. They can be used to analyze which conflicts a particular SDG is preventing.

9. Useful links

● Michael Green. How to change the world for the better by 2030. TED Talk.
URL: https://www.ted.com/talks/michael_green_how_we_can_ make_the_world_a_better_place_by_2030/transcript?language=ru/.

● Mario Cucinella. Sustainable development originates from the past. TED Talk.
URL: https://www.ted.com/talks/mario_cucinella_sustainable_future_co mes_from_the_past? language=ru.

● UN peacekeeping operations.
URL: https://peacekeeping.un.org/ru.

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[12] https://www.un.org/sustainabledevelopment/ru/about/development-agenda/

GOAL 17: PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT

Revitalize the global partnership for sustainable development.

Case «LOCAL PARTNERSHIP FOR DEVELOPMENT»

By: Veronica Garbuz

1. The Goal – Empowering youth, building local partnerships to identify and address community issues.

2. Focus – Sustainable Development Goal № 17: Partnership for Sustainable Development. Other SDGs involved: № 4, № 5, № 11.

3. Goals for achieving the SDG's*:* 17.16; 17.17; 5.5; 5.9; 11.4; 11.7; 11.A; 11.B.

4. Description of the problem situation

Young people represent a very important segment of the population of the Republic of Moldova, their civil and social positions must be constantly formed and developed.

The degree of youth involvement can be determined by a number of factors, among which the following can be noted: social differences (due to social conditions and living standards); internal and external migration; lack of self–confidence; lack of awareness of economic opportunities; lack of respect and trust in government institutions; lack of proper education based on the broad participation of youth, as well as a culture of relations based on the participation of youth in society; underdeveloped infrastructure of relevant institutions;

underrepresentation of youth in government bodies – both at the level of local public administration authorities (LPA) and at the level of central public administration (CPAA), etc.

Education plays a key role in the formation of responsible citizens who take an active social position. In order to ensure the necessary level of education, it is necessary to provide young people with sufficient opportunities for the development of civil skills and the formation of citizenship, which will contribute to a more active participation of young people in the affairs of society as a whole, as well as in the affairs of the community, where they come from, where they develop their activities and / or reside. This is imperative since the young people of today are the adults of tomorrow.

As of January 1, 2018, in the Republic of Moldova, the population aged 18 to 35 was 272 thousand people, of which 140 thousand (51.5%) were men, and 132 thousand were women (48, five%). Most of the young population lives in rural areas, accounting for 61.7% of the total population.

The youth unemployment rate was 66% in 2018, which is extremely high. By comparison, the average unemployment rate for EU countries over the same period was 27.7%. This means that in Moldova, only 3 out of 10 young people are active in the labor market. The percentage of young people NEET (Not in Employment, Education, or Training), that is, those who do not work, do not study or attend any vocational training courses, is also very high at 29%.

As for the family, according to the Demographic Barometer of Youth Behavior, "about 29% of young families, most of whom live in rural areas, are not adapted to modern socio–economic conditions. A significant part of these families have children (77%), and only 1/3 of these families have their own housing".

According to the Central Election Commission, the participation rate of young people (aged 18–29) in elections is significantly lower than the national average: 34.43% participated in the parliamentary elections in 2014 (compared with the national average of 64.64%). and 30.73% of young people took part in the 2015 local elections (first round) (compared with a national average of 55.32%). At the same time only 16.41% of young people nominated themselves for the post of Mayor in local

elections. The share of young candidates for participation in parliamentary elections is insignificant; most often their names are placed at the end of the party list.

Only 4.4% of young people participate in consultations on the local state budget or national budget. The main reasons for the lack of youth participation in budget consultations are: "social inequality among youth representatives, lack of respect and trust between youth and government institutions, poor training, lack of a certain education and culture of youth participation in society, weak infrastructure, lack of youth representation in leadership authorities, as well as limited resources".

Other forms of socio–political participation of young people aged 15 to 29 are as follows: 7% signed the petition, 6% participated in demonstrations expressing their protest, and 4% took part in the strike.

Participation of youth in various forms of associative activities: 3% are members of any religious organization; 8% are members of a sports club; 3% are members of a party; 3% belong to any trade union and also 3% are members of a civil initiative group.

5. Issues for discussion

1) What measures should the government take to reduce the high level of youth migration?

2) How can we engage young people in their civil activities: take an active civil position, exercise the right to vote, stand for elections, participate in public consultations, etc.?

3) What social problems exist at the level of settlements:
● economic;
● educational;
● environmental, etc.?

4) How can young people contribute to identifying and solving local problems?

5) What is the role of community actors in identifying and solving local problems:
● local public administration;
● educational institutions;
● cultural institutions (public libraries, houses of culture, etc.);

- economic entities;
- church;
- NGOs, etc.

6. Possible / real example of the solution

The problem of civil apathy of young people has long existed in the Republic of Moldova. While it cannot be completely eradicated, some youth empowerment programs have been implemented, including identifying local issues and building local partnerships to find solutions to these issues:

1) The concept of the "InterACT" model, initiated by the Institute of Rural Initiatives in 2017 with the support of the Ministry of Education, Culture and Research of the Republic of Moldova, is essentially an innovative model for local promotion in various rural areas of the country, inclusive participation of young people, constructive dialogue with the local public administration, volunteering and spirit of initiative, setting as their specific goal the implementation of some of the actions from the Action Plan of the National Strategy for the Development of the Youth Sector.

Projects that are part of this program (Integrakt, Integrakt Plus and Integrakt Amplification) mobilized, trained and motivated public action, volunteering and cooperation with the local public administration of more than 580 young people from various rural areas of Moldova in 19 communities of the country.

2) The Rural Youth Empowerment Program was initiated in March 2020 by the Institute for Rural Initiatives. The aim of the program is to foster civil participation of young people, interaction and increase the potential of public participation, which leads to the empowerment of more young people from rural areas of Moldova. The program is aimed at 30 local initiative groups, 15 NGOs, as well as other parties interested in acting as agents of positive social change in their communities (especially in rural areas), willing to participate constructively in civic activities. public interest.

The project aims to promote the involvement of young people in the creation of competitive communities that recognize and solve youth problems at the local level. The project offered a range of services and

opportunities for youth development, both in terms of participation in community activities and in terms of personal growth, the development of critical thinking and broadening horizons. The project organizes activities in such a way that young people are willing to stay home in order to develop their communities, or, if they decide to leave, be prepared and motivated to contribute to the development of their hometown while abroad or in another locality / country.

Building on a series of concrete experiences gained by IRI and its local partners in previous years, the project uses a bottom–up approach– a targeted and community–driven idea, involving various community members for inspiration. stronger local civil society. In this regard, the project is making efforts to ensure that young beneficiaries and other stakeholders in the project contribute to solving local problems of common interest that directly affect them. Also that they participate in various local, regional and national discussions to promote change and empowerment of young people in Moldova.

3) YouthBank Moldova is a program coordinated by the Eastern European Fund, was launched in 2010 in the cities of Ialoveni, Cahul, Ungheni, and in 2013 in the cities of Soroca, Balti, Comrat and Varnita, Republic of Moldova. The program has now expanded to 5 other localities.

The Youth Foundation aims to promote the participation of young people aged 16 to 22 in local decision–making and local development, following the "youth banking" model of Ireland.

Annually an average of 15 young people aged 16 to 22 from each city in Moldova where the YouthBank program is implemented, known as "community leaders", promote and transparently manage a special fund for financing and implementing projects by young people. It is a mechanism by means of which youth activities related to charity, volunteering, civic initiative and responsibility are encouraged.

7. Additional information for the trainer

The case promotes an integrated approach to solving the problem of expanding the socio–economic rights of youth, opportunities and the adoption of an active civil position in society.

Given that young people are a very sensitive segment, a systematic approach to the problem is required: creating a synergistic

effect by involving community actors to support young people in identifying and solving problems in the community.

Project activities (discussion of best practices) in this case can be aimed at solving the following tasks:

● creation and development of the necessary social conditions for the participation and involvement of young people in the life of the community;

● creation of an effective model of interaction between civil society and the state, aimed at the development and implementation of programs for the development of socio–economic and civil rights of youth;

● development and implementation of educational programs aimed at the formation and development of economic and civic skills of youth;

● development of a model of effective interaction between young people from communities and other community members in order to identify and solve local problems of the community.

8. Handouts for participants

1) Child and youth participation in the Republic of Moldova: A Council of Europe policy review, Strasbourg, Council of Europe, 2013.

2) Youth Participation in Democratic Life: EACEA 2010/03, Final Report, February 2013.

3) Identifying the training needs of young people in the northern region of Moldova in the field of citizenship education, Public Association "Mostenitorium" mun. Balti and "DVV International Moldova", Balti, 2018.

4) National Strategy for the Development of the Youth Sector – 2020, Resolution № 1006 of 10–12–2014, Government of the Republic of Moldova.

9. Useful links

● Involving youth in positive social change in the Republic of Moldova. URL: https://www.soros.md/files/publications/ documents / Implicarea% 20tinerilor% 20schimbare% 20pozitiva% 20% 28april% 202017% 29.pdf.a.

- European Charter on the Participation of Youth in Community Life at Local and Regional Levels "Have your say!".
  - URL: https://rm.coe.int/168070237b.
  - Participant Material: Local Partnerships.

URL: https://ru.a2s.vox.md/wp–content/uploads/2018/04/%D0%9C%D0%B5%D1%81%D1%82%D0%BD%D1%8B%D0%B5%D0%BF%D0%B0%D1%80%D1%82%D0%BD%D0%B5%D1%80%D1%81%D1%82%D0%B2%D0%B0.pdf.

- Fundamentals of youth policy.

URL: https://pjpeu.coe.int/documents/42128013/47261953/PREMS%2520_RUS.pdf/b94df9a0–187a–b959–80a6–e560c632fbdc

Sustainable Development Goals
(are given on the official UN website
URL: https://www.un.org/sustainabledevelopment/en/)

Goal 1: End poverty in all its forms everywhere

1.1. By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than $1.25 a day.

1.2. By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions

1.3. Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable

1.4. By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance

1.5. By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate–related extreme events and other economic, social and environmental shocks and disasters

1.A. Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions

1.B. Create sound policy frameworks at the national, regional and international levels, based on pro–poor and gender–sensitive development strategies, to support accelerated investment in poverty eradication actions.

Goal 2: Zero Hunger

2.1. By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round.

2.2. By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons.

2.3. By 2030, double the agricultural productivity and incomes of small–scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non–farm employment.

2.4. By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality.

2.5. By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed.

2.A. Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular least developed countries.

2.B. Correct and prevent trade restrictions and distortions in world agricultural markets, including through the parallel elimination of all forms of agricultural export subsidies and all export measures with equivalent effect, in accordance with the mandate of the Doha Development Round.

2.C. Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and facilitate timely access to market information, including on food reserves, in order to help limit extreme food price volatility.

Goal 3: Ensure healthy lives and promote well–being for all at all ages

3.1. By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births.

3.2. By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under–5 mortality to at least as low as 25 per 1,000 live births.

3.3. By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water–borne diseases and other communicable diseases.

3.4. By 2030, reduce by one third premature mortality from non–communicable diseases through prevention and treatment and promote mental health and well–being.

3.5. Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.

3.6. By 2020, halve the number of global deaths and injuries from road traffic accidents.

3.7. By 2030, ensure universal access to sexual and reproductive health–care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes.

3.8. Achieve universal health coverage, including financial risk protection, access to quality essential health–care services and access to safe, effective, quality and affordable essential medicines and vaccines for all.

3.9. By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination.

3.A. Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate.

3.B. Support the research and development of vaccines and medicines for the communicable and noncommunicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to use to the full the provisions in the Agreement on Trade Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health, and, in particular, provide access to medicines for all.

3.C. Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States.

3.D. Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks.

Goal 4: Quality Education

4.1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal–4 effective learning outcomes

4.2. By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education

4.3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non–violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.A. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all

4.B. By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African

countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.C. By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states

Goal 5: Achieve gender equality and empower all women and girls

5.1. End all forms of discrimination against all women and girls everywhere

5.2. Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation

5.3. Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation

5.4. Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate

5.5. Ensure women's full and effective participation and equal opportunities for leadership at all levels of decisionmaking in political, economic and public life

5.6. Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences

5.A. Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other

forms of property, financial services, inheritance and natural resources, in accordance with national laws

5.B. Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women

5.C. Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

Goal 6: Ensure access to water and sanitation for all

6.1. By 2030, achieve universal and equitable access to safe and affordable drinking water for all

6.2. By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

6.3. By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally

6.4. By 2030, substantially increase water–use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity

6.5. By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate

6.6. By 2020, protect and restore water–related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes

6.A. By 2030, expand international cooperation and capacity–building support to developing countries in water– and sanitation–related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies

6.B. Support and strengthen the participation of local communities in improving water and sanitation management

Goal 7: Ensure access to affordable, reliable, sustainable and modern energy

7.1. By 2030, ensure universal access to affordable, reliable and modern energy services

7.2. By 2030, increase substantially the share of renewable energy in the global energy mix

7.3. By 2030, double the global rate of improvement in energy efficiency

7.A. By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil–fuel technology, and promote investment in energy infrastructure and clean energy technology

7.B. By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States, and land–locked developing countries, in accordance with their respective programmes of support

Goal 8: Promote inclusive and sustainable economic growth, employment and decent work for all

8.1. Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries

8.2. Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high–value added and labour–intensive sectors

8.3. Promote development–oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro–, small– and medium–sized enterprises, including through access to financial services

8.4. Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10–year framework of programmes on sustainable consumption and production, with developed countries taking the lead

8.5. By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

8.6. By 2020, substantially reduce the proportion of youth not in employment, education or training

8.7. Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms

8.8. Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment

8.9. By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products

8.10. Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all

8.A. Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade–Related Technical Assistance to Least Developed Countries

8.B. By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization

Goal 9: Build resilient infrastructure, promote sustainable industrialization and foster innovation

9.1. Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well–being, with a focus on affordable and equitable access for all

9.2. Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries

9.3. Increase the access of small–scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets

9.4. By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource–use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities

9.5. Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending

9.A. Facilitate sustainable and resilient infrastructure development in developing countries through enhanced financial, technological and technical support to African countries, least developed

countries, landlocked developing countries and small island developing States 18

9.B. Support domestic technology development, research and innovation in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities

9.C. Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020

Goal 10: Reduce inequality within and among countries

10.1. By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average

10.2. By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

10.3. Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

10.4. Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality

10.5. Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations

10.6. Ensure enhanced representation and voice for developing countries in decision–making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions

10.7. Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well–managed migration policies

10.A. Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements

10.B. Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes

10.C. By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent

Goal 11: Make cities inclusive, safe, resilient and sustainable

11.1. By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums

11.2. By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons

11.3. By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries

11.4. Strengthen efforts to protect and safeguard the world's cultural and natural heritage

11.5. By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters,

including water–related disasters, with a focus on protecting the poor and people in vulnerable situations

11.6. By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management

11.7. By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities

11.A. Support positive economic, social and environmental links between urban, peri–urban and rural areas by strengthening national and regional development planning

11.B. By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015–2030, holistic disaster risk management at all levels

11.C. Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials

Goal 12: Ensure sustainable consumption and production patterns

12.1. Implement the 10–year framework of programmes on sustainable consumption and production, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries

12.2. By 2030, achieve the sustainable management and efficient use of natural resources

12.3. By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post–harvest losses

12.4. By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment

12.5. By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse

12.6. Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle

12.7. Promote public procurement practices that are sustainable, in accordance with national policies and priorities

12.8. By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

12.A. Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production

12.B. Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products

12.C. Rationalize inefficient fossil–fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities

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

13.1. Strengthen resilience and adaptive capacity to climate–related hazards and natural disasters in all countries

13.2. Integrate climate change measures into national policies, strategies and planning

13.3. Improve education, awareness–raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

13.A. Implement the commitment undertaken by developed–country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly $100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible

13.B. Promote mechanisms for raising capacity for effective climate change–related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities

*Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.

Goal 14: Conserve and sustainably use the oceans, seas and marine resources

14.1. By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land–based activities, including marine debris and nutrient pollution

14.2. By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans

14.3. Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels

14.4. By 2020, effectively regulate harvesting and end overfishing, illegal, unreported and unregulated fishing and destructive fishing practices and implement science–based management plans, in order to restore fish stocks in the shortest time feasible, at least to levels that can produce maximum sustainable yield as determined by their biological characteristics

14.5. By 2020, conserve at least 10 per cent of coastal and marine areas, consistent with national and international law and based on the best available scientific information

14.6. By 2020, prohibit certain forms of fisheries subsidies which contribute to overcapacity and overfishing, eliminate subsidies that contribute to illegal, unreported and unregulated fishing and refrain from introducing new such subsidies, recognizing that appropriate and effective special and differential treatment for developing and least developed countries should be an integral part of the World Trade Organization fisheries subsidies negotiation

14.7. By 2030, increase the economic benefits to Small Island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism

14.A. Increase scientific knowledge, develop research capacity and transfer marine technology, taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries

14.B. Provide access for small–scale artisanal fishers to marine resources and markets

14.C. Enhance the conservation and sustainable use of oceans and their resources by implementing international law as reflected in UNCLOS, which provides the legal framework for the conservation and sustainable use of oceans and their resources, as recalled in paragraph 158 of The Future We Want

Goal 15: Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss

15.1. By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements

15.2. By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally

15.3. By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation–neutral world

15.4. By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development

15.5. Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species

15.6. Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed

15.7. Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products

15.8. By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species

15.9. By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts

15.A. Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems

15.B. Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation

15.C. Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities

Goal 16: Promote just, peaceful and inclusive societies

16.1. Significantly reduce all forms of violence and related death rates everywhere

16.2. End abuse, exploitation, trafficking and all forms of violence against and torture of children

16.3. Promote the rule of law at the national and international levels and ensure equal access to justice for all

16.4. By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime

16.5. Substantially reduce corruption and bribery in all their forms

16.6. Develop effective, accountable and transparent institutions at all levels

16.7. Ensure responsive, inclusive, participatory and representative decision–making at all levels

16.8. Broaden and strengthen the participation of developing countries in the institutions of global governance

16.9. By 2030, provide legal identity for all, including birth registration

16.10. Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements

16.A. Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime

16.B. Promote and enforce non–discriminatory laws and policies for sustainable development

Goal 17: Revitalize the global partnership for sustainable development

Finance

17.1. Strengthen domestic resource mobilization, including through international support to developing countries, to improve domestic capacity for tax and other revenue collection

17.2. Developed countries to implement fully their official development assistance commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of ODA/GNI to developing countries and 0.15 to 0.20 per cent of ODA/GNI to least developed countries ODA providers are encouraged to consider setting a target to provide at least 0.20 per cent of ODA/GNI to least developed countries

17.3. Mobilize additional financial resources for developing countries from multiple sources

17.4. Assist developing countries in attaining long–term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief and debt restructuring, as appropriate, and address the external debt of highly indebted poor countries to reduce debt distress

17.5. Adopt and implement investment promotion regimes for least developed countries

Technology

17.6. Enhance North–South, South–South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism

17.7. Promote the development, transfer, dissemination and diffusion of environmentally sound technologies to developing countries on favourable terms, including on concessional and preferential terms, as mutually agreed

17.8. Fully operationalize the technology bank and science, technology and innovation capacity–building mechanism for least developed countries by 2017 and enhance the use of enabling technology, in particular information and communications technology

Capacity building

17.9. Enhance international support for implementing effective and targeted capacity–building in developing countries to support national plans to implement all the sustainable development goals, including through North–South, South–South and triangular cooperation

Trade

17.10.Promote a universal, rules–based, open, non–discriminatory and equitable multilateral trading system under the World Trade Organization, including through the conclusion of negotiations under its Doha Development Agenda

17.11.Significantly increase the exports of developing countries, in particular with a view to doubling the least developed countries' share of global exports by 2020

17.12.Realize timely implementation of duty–free and quota–free market access on a lasting basis for all least developed countries, consistent with World Trade Organization decisions, including by ensuring that preferential rules of origin applicable to imports from least developed countries are transparent and simple, and contribute to facilitating market access

Systemic issues

Policy and institutional coherence

17.13.Enhance global macroeconomic stability, including through policy coordination and policy coherence

17.14.Enhance policy coherence for sustainable development

17.15.Respect each country's policy space and leadership to establish and implement policies for poverty eradication and sustainable development

Multi–stakeholder partnerships

17.16.Enhance the global partnership for sustainable development, complemented by multi–stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries

17.17.Encourage and promote effective public, public–private and civil society partnerships, building on the experience and resourcing strategies of partnerships

Data, monitoring and accountability

17.18. By 2020, enhance capacity–building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high–quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts

17.19. By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity–building in developing countries

For records