Вклад кафедр ЮНЕСКО в устойчивое развитие

Contribution of the UNESCO Chairs to Sustainable Development
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Commission of the Russian Federation for UNESCO / Vestnik, № 13 2010
Distributed in 193 UNESCO Member States. Translation M. Vassilieva
Editorial Board: tel. +7(499) 244-2329, fax +7(499) 244-2475, e-mail: rusnatcom@mail.ru, www.unesco.ru
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С 17 по 19 сентября 2009 г. в г. Ханты-Мансийске состоялся Международный конгресс кафедр ЮНЕСКО по образованию в интересах устойчивого развития.

Конгресс по предложению Комиссии Российской Федерации по делам ЮНЕСКО, при поддержке Штаб-квартиры ЮНЕСКО в Париже и Бюро ЮНЕСКО в Москве состоялся впервые в истории ЮНЕСКО, местом его проведения был выбран город Ханты-Мансийск.

Цель Конгресса: Использовать потенциал мирового академического сообщества и кафедр ЮНЕСКО для создания долгосрочных и последовательных программ действий по проблематике устойчивого развития.

В работе Конгресса приняли участие 90 человек, в том числе 60 представителей из 19 стран мира (Испания, Пакистан, Кувейт, Бразилия, Малайзия, Гватемала, Шри-Ланка, Монголия, страны СНГ и Балтии), включая 40 руководителей кафедр ЮНЕСКО, занимающихся вопросами устойчивого развития. Также в работе Конгресса участвовали представители Министерства образования и науки Российской Федерации, Международного бюро просвещения ЮНЕСКО.

На Конгрессе рассмотрены вопросы, поднятые на Всемирной конференции по образованию в интересах устойчивого развития (Бонн, 31 марта – 2 апреля 2009 г.) и Всемирной Конференции по Высшему образованию (Париж, Франция, 6–8 июля 2009 г.), выработаны принципы и направления координации деятельности кафедр ЮНЕСКО в области устойчивого развития.

Goal: Use the potential of the world academic community and UNESCO Chairs to create long-term and consistent action programs for sustainable development.

The Congress brought together 90 participants, including 60 representatives from 19 States (Spain, Pakistan, Kuwait, Brazil, Malaysia, Guatemala, Sri-Lanka, Mongolia, CIS and Baltic states), 40 UNESCO Chairholders dealing with sustainable development. Representatives of the Ministry of education and science of the Russian Federation as well as UNESCO International Bureau of education took part in the Congress.

The Congress addressed issues raised at the World Conference on Education for Sustainable Development (Bonn, 31 March – 2 April 2009) and the World Conference on Higher Education (Paris, France, 6–8, July 2009), developed guidelines and areas of UNESCO Chairs’ coordinating activities in the field of sustainable development.

The Congress heard experts’ reports on education for sustainable development, on the United Nations Decade of
education for sustainable development, on the role of UNESCO Chairs; the agenda included three sections: “Environment”, “Education”, “Social Issues”.

The first International Congress of UNESCO Chairs on Education for Sustainable Development resulted in the adoption of the Khanty-Mansiysk Declaration reflecting the problems faced by UNESCO Chairs dealing with sustainable development at the international, national and scientific levels. The Declaration also outlines the areas of UNESCO Chairs’ coordinating activity in the field of sustainable development in accordance with recommendations adopted in 2009 at the World Conference on Education for Sustainable Development in Bonn and the World Conference on Higher Education in Paris.
Приветствия

Приветствие Министра иностранных дел Российской Федерации, председателя Комиссии РФ по делам ЮНЕСКО, С.В. Лаврова

On behalf of the UNESCO Committee of the Russian Federation I cordially greet the Organizers and the Participants of the International Congress of UNESCO Chairs.

The World Conference on Education for Sustainable Development that took place last spring in Bonn stressed the necessity for a more active use of the potential of the academic community in solving complex problems dealing with sustainable development and advancement of accessible quality education.

I am confident that this representative international forum will promote the development of connectivity of UNESCO Chairs on education for sustainable development; and its outcome will serve as a starting point for the implementation of new bold and promising projects.

From all my heart I wish the Participants of the Congress a successful and productive work.
Уважаемые дамы и господа, коллеги, друзья!

Рад приветствовать участников, организаторов и гостей Международного конгресса кафедр ЮНЕСКО по образованию в интересах устойчивого развития.

Конгресс – важное мероприятие Декады образования в интересах устойчивого развития Организации Объединенных Наций.

В ходе его работы представители мировой научно-педагогической общественности и государственных органов управления образованием призваны найти оптимальные пути использования имеющегося потенциала, направленные на достижение масштабных целей для устойчивого развития нашей планеты, прежде всего в рамках программы UNITWIN/Кафедры ЮНЕСКО.

Основная задача Конгресса, как представляется, заключается в совершенствовании образовательных механизмов путем создания долгосрочных и последовательных программ действий по решению глобальных проблем в обществе, экономике и экологии. В связи с этим особую роль приобретает деятельность кафедр ЮНЕСКО UNITWIN/UNESCO Chairs Programme.

The main task of the Congress, as it seems, is to modernize educational mechanisms by creating long-term and consecutive programmes of actions for solving global problems in society, the economy, and the environment. In this respect, UNESCO Chairs’ activity has a special role as a universal instrument providing exchange of knowledge and its common use.

I am confident that the upcoming dialogue will allow elaborating new ap-
как универсального инструмента обмена знаниями и их совместного использования.

Уверен, что предстоящий всесторонний диалог позволит выработать подходы и сформулировать общие принципы участия кафедр ЮНЕСКО в последовательном решении проблем образования в целях устойчивого развития, что придаст новый импульс деятельности в сфере образования, в том числе и по другим международным приоритетным направлениям.

Желаю участникам конгресса, его организаторам и гостям плодотворной работы для повышения координационной роли кафедр ЮНЕСКО, развития сложившихся и установления новых деловых и дружественных контактов.

I wish the Participants, the Organizers and the Guests of the International Congress a fruitful work for enhancing the coordinative role of UNESCO Chairs and developing the established and establishing new business and personal contacts.

Первоe знакомство с ИКТ / First acquaintance with the ICTs
Welcoming Address of Mr. Nicholas Burnett, UNESCO Assistant Director-General for Education

It is a great pleasure and honour for me to have the opportunity to share a few thoughts on the occasion of this International Congress of UNESCO Chairs on Education for Sustainable Development. I wish this meeting every success, especially as it promises to make a valuable contribution to the UN Decade of Education for Sustainable Development in the area of higher education. This congress will facilitate discussions, exchanges of experiences and good practices in education for sustainable development (ESD), as an essential component of strengthening higher education, among different UNESCO Chair holders.

UNESCO believes that ESD is not just formal schooling but embraces a wide range of learning experiences and programmes, throughout life. It is a dynamic concept that utilizes all aspects of public awareness-raising, education and training to create or enhance an understanding of sustainable development, especially in terms of linking together the issues involved and stimulating changes in conduct. It seeks to develop the knowledge, skills, perspectives and values that will empower people of all ages...
to assume responsibility for creating and enjoying a sustainable future.

The Decade of Education for Sustainable Development is thus an important opportunity to encourage all institutions and individuals to promote development which is socially desirable, culturally harmonious, economically viable and ecologically sustainable.

While education for sustainable development concerns every one, Higher Education institutions have a crucial role to play in supporting ESD and the Decade. In fact, who else than universities train the future leaders of our world? Where else than in higher education institutions do we conduct research enhancing the knowledge required to better implement ESD? The success of the Decade depends very much on the efforts coming from your institutions i.e. from the work you initiate, the decisions you take and the way you teach.

I therefore congratulate you for this initiative to stimulate discussion, awareness-raising and communication among different UNESCO Chairs and higher education institutions and I hope that the debate will further shape the contribution of higher education to sustainable development and be another important step leading us to a successful Decade on ESD.

I look forward to hearing of the outcomes of your deliberations with keen interest.
ПРИВЕТСТВИЕ ГУБЕРНАТОРА ХАНТЫ-МАНСИЙСКОГО АВТОНОМНОГО ОКРУГА – ЮГРЫ А.В. ФИЛИПЕНКО
Welcoming Address of Mr. Alexander Filipenko, Governor of the Khanty-Mansiysk Autonomous Okrug – Yugra

Тема образования важна и актуальна для России. Современный человек должен быть вооружен знаниями и использовать их на достижение высоких целей. Я, прежде всего, говорю о задачах, которые ставятся сегодня руководством страны в экономике и социальной сфере и направлены на дальнейшее развитие, повышение качества жизни, благополучие и процветание. Столь же высоко образованность и профессионализм ценится в Югре. Экономика нашего округа базируется на природопользовании, локомотивами экономического роста служат нефтяной и лесной комплексы, рыбные ресурсы.

Развитие промышленного производства идет на основе самых последних достижений научно-технического прогресса, но в этом вопросе мы стремимся быть корректными по отношению к окружающей среде. Мне думается, очень важно находить компромисс, тонкую грань между двумя разнонаправленными действиями – бурным промышленным освоением территории и защитой окружающей среды. Роль образования и воспитания в этом процессе неоспорима.

The issue of education being discussed today is important and topical for Russia. A person today should be equipped with knowledge and use it for achieving lofty goals. I'm speaking, first of all, about the goals and tasks set by the leadership of our country in the economic and social spheres for further gradual development, improvement of the quality of life of the population, well-being and prosperity. Education and professionalism are highly appreciated in Yugra. The economy of our Okrug is based on the use of natural resources, and the oil and timber industries serve as engines of economic growth.

Development of industrial production is based on the latest achievements of science and technology, but in that development we try to be respectful for the environment. I believe it is very important to find a compromise, a fine line between differently directed activities – a rapid industrial development of a territory and protection of the environment. The role of education in this process is undisputed.
ВСТУПИТЕЛЬНОЕ СЛОВО
ДИРЕКТОРА БЮРО ЮНЕСКО В МОСКВЕ
ДЕНДЕВА БАДАРЧА

Introductory notes by Mr. Dendev Badarch, Director of UNESCO Moscow Office

Высокие гости, многоуважаемые представители кафедр и институтов ЮНЕСКО, дорогие участники и организаторы, дамы и господа,

Я рад приветствовать Вас сегодня на Международном конгрессе кафедр ЮНЕСКО по образованию в интересах устойчивого развития, который организовали Комиссия Российской Федерации по делам ЮНЕСКО и правительство Ханты-Мансийского автономного округа– Югра при сотрудничестве с ЮНЕСКО.

Я хочу сердечно поблагодарить Правительство Российской Федерации за инициативу проведения этого Международного конгресса кафедр ЮНЕСКО по образованию в интересах устойчивого развития. Особенно я хочу выразить свою признательность Александру Васильевичу Филипенко, губернатору Ханты-Мансийского автономного округа – Югра за гостеприимный прием участников этого международного события.

Также я хочу поблагодарить Владимира Константиновича Егорова, ректора Российской государственной академии государственной службы при Президенте Российской Федерации, руководителя кафедры ЮНЕСКО, Distinguished Guests, Honored Representatives of UNESCO Chairs and Institutions, Dear Participants and Organizers, Ladies and Gentlemen.

I am delighted to address you today at the International Congress of UNESCO Chairs on Education for Sustainable Development which is organized by the Commission of the Russian Federation for UNESCO and the Government of the Khanty-Mansiysk Autonomous Okrug – Yugra in cooperation with UNESCO.

I would like to warmly thank the Government of Russian Federation for its initiative in organizing this International Congress of UNESCO Chairs on Education for Sustainable Development. My particular thanks to His Excellency Mr. Alexander Flipenko, Governor of the Khanty-Mansiysk Autonomous Okrug – Yugra for hosting this important international event.

I also wish to thank Mr. Vladimir Egorov, Rector of the Russian State Academy of Civil Service, Mr. Grigoriy Ordzhonikidze, Secretary-General of the Commission of the Russian Federation for UNESCO for making this meeting possible.
Let me take this opportunity to welcome all of you: namely, the over 100 participants who have come to this conference from different countries and universities.

I am confident that, with your participation and engagement, this International Congress will be a real milestone not only within the Decade but also for the success of networking in the field of ESD.

Esteemed Participants, as you all know well, this Congress is conducted in the framework of the United Nations Decade for Education for Sustainable Development (DESD).

The Decade, for which UNESCO is the lead agency, is a far-reaching and complex undertaking. Its conceptual basis, socio-economic implications, and environmental and cultural connections make it an enterprise which potentially touches on every aspect of life. It places the spotlight on the central role of education and learning in the common pursuit of sustainable development and provides an opportunity to mobilize the support of the international community in further strengthening the ongoing efforts towards improving the quality of teaching and learning. The overall goal of the DESD is to integrate the values inherent in sustainable development into all aspects of learning in order to address the social, economic, cultural and environmental problems we face in the 21st century and to encourage changes in behavior that allow for a more sustainable and just society for all.

ESD is a process of learning how to make decisions that consider the long-term future of the economy, ecology and the equitable development of all communities. Building the capacity for such future-oriented thinking is a key task of education.
Capacity-building is an essential component of lifelong education. All sectors - including business, industry, higher education, governments, NGOs, and community organizations – should be encouraged to raise the awareness of their leaders on sustainability issues and to provide training to their members in sustainable practices. The development of training programmes to ensure that all people have the knowledge and skills necessary to live and perform their work in a sustainable manner is a critical component of education for sustainable development. As facilitator of this Decade, UNESCO is assisting countries and regions to develop educational plans and strategies that are relevant to their different realities and concerns. ESD is an instrument of mobilization and advocacy, through which governments, international organizations, civil society, the private sector and local communities around the world can demonstrate their practical commitment to learning to live sustainably.

Sustainable development is a vision of development that encompasses populations, animal and plant species, ecosystems, natural resources and that integrate concerns such as the fight against poverty, gender equality, human rights, education for all, health, human security, intercultural dialogue, etc. It is a moral precept as well as a scientific concept as highlighted by Mr. Koichiro Matsuura, Director-General of UNESCO in his preface to the UNESCO publication “UNESCO and sustainable development”.

Predictably, UNESCO first demonstrated its concern for sustainable development in the science sectors, very early on. Today, that goal is present in all its fields of competence – education, science, culture and communication – and in particular in the projects implement-
Устойчивое развитие — это видение развития, которое касается населения, видов животных и растений, экосистем и природных ресурсов и которое учитывает такие насущные вопросы, как борьба с бедностью, гендерное равенство, права человека, образование для всех, здоровье, безопасность человечества, межкультурный диалог и т.д. Как отметил г-н Коитиро Мацура, генеральный директор ЮНЕСКО, в своем вступительном слове к изданию ЮНЕСКО «ЮНЕСКО и устойчивое развитие», — это и нравоучение и научная концепция.

Впервые ЮНЕСКО продемонстрировала свою приверженность принципам устойчивого развития в секторах науки. Сегодня эта цель достигнута уже во всех сферах компетенции организации — в образовании, науке, культуре и коммуникации, а также особенно в проектах, проводящихся ее региональными офисами. Одним из наиболее важных конкурентных преимуществ ЮНЕСКО перед другими международными организациями является ее возможность осуществлять межсекторальную деятельность в интересах устойчивого развития на благо своих стран-членов.

Для того, чтобы включить принципы ООР в различные мероприятия и действия ЮНЕСКО, такие как Международное десятилетие действий «Вода для жизни», проект Сети ассоциированных школ и пр., было расширено сотрудничество между отделом образования в интересах устойчивого развития и другими секторами ЮНЕСКО. Международные сети ЮНЕСКО — это движущие силы для ее действий и посланий. Примерами могут послужить кафедры ЮНЕСКО по устойчивому развитию в университетах, ассоциированные школы, посвященные таким темам как мир, диалог, окружающая среда и ее управление.

ed by its field offices. One of UNESCO’s essential comparative advantages in the context of international organizations is this capacity for intersectoral action for sustainable development in key areas for the benefit of Member States.

 Cooperation between the Education for Sustainable Development Section and other UNESCO sectors has been enhanced to insert ESD concepts and concerns in various key initiatives; such as: Decade on Water for Life, Associated Schools Project Network and others. The international networks created by UNESCO are the dynamic relays of its action and messages. That is the case for UNESCO Chairs on sustainable development in universities, Associated Schools working together on such themes as peace, dialogue and the environment, and for the institutions, politicians and experts who cooperate with UNESCO’s International Centre for Technical and Vocational Education and Training (UNEVOC) based in Bonn, and for the other UNESCO Institutes.

The UNESCO Chairs/UNITWIN Networks Programme (University Twinning and Networking), established in 1992, numbers more than 644 Chairs and 60 UNITWIN networks involving over 770 institutions in 126 countries.

UNESCO has created about 50 university chairs within the programme that are specialized in sustainable development among which some 10 Chairs are specifically dealing with Education for Sustainable Development (ESD). They fill the need for both boosting qualifications of sustainable development professionals, and for opening universities to transfer of knowledge and knowhow from the field. There are also UNESCO Chairs on desertification, climatology, agricultural development, biology, ecotechnology, renewable energies and water resources.
The World Conference on Education for Sustainable Development (Bonn, Germany, 2009) adopted a Declaration that calls for the fostering of scientific research and SD knowledge development through the involvement of higher education institutions and research networks. Of special relevance is the mobilization of the universities’ core functions, namely teaching, research and community outreach, in order to enhance global and regional implementations of ESD. The UNESCO Chairs and UNITWIN networks must be at once key actors in and catalysts of this process.

To follow up on the recommendations from the Bonn World Conference, a multi-stakeholder consultative process to develop a strategy for the 2nd half of the Decade has been initiated. The draft strategy sets out key areas of strategic action through which UNESCO will put knowledge into action and promote the further integration of ESD into all types, levels and settings of education. A draft outline of the strategy has been distributed to you. Therefore, the International Congress of UNESCO Chairs & UNITWIN Networks on Education for Sustainable Development will provide a global platform for high-level debate and agreement on effective ways to develop broad high education collaboration, one of which is the proposed UNESCO Chairs & UNITWIN Networks for Sustainable Development.

On the other hand, the 2009 World Conference on Higher Education (Paris, France), whose focus was “The New Dynamics of Higher Education”, drew attention in its final Communiqué to the fact it is imperative that governments encourage diversity in higher education and in the scientific community and strengthen regional cooperation to serve societal needs.
Both of these aspects are indeed contemplared in the framework of this International Congress of UNESCO Chairs & UNITWIN Networks on Education for Sustainable Development in that the experience exchange among international academic peers will contribute to increased beneficial networking possibilities.

Given the task of promoting the Decade of Education for Sustainable Development, UNESCO has a key double role to play. First, to integrate education for sustainable development in national policies and educational systems. And beyond that, to make the diverse actors in civil society, including the private sector and the media, aware of the importance of the goals of sustainable development.

In the framework of the Decade, Higher education has a particular role to play. Universities must function as places of research and learning for sustainable development, and as initiators and poles of activity in their communities and nationally. Sustainable development needs to become a central preoccupation in determining areas of educational research and development. This sensitisation is urgent because of the significant time lag between starting research programmes and putting useable results into practice.

Higher education institutions should also provide leadership by practicing what they teach through sustainable purchasing, investments and facilities that are integrated with teaching and learning. All university students should acquire an understanding of the importance of sustainability, diversity and inclusion.

To this end, higher education should emphasize inquiry-based, problem-solving approaches, interdisciplinarity and critical thinking as well as develop cur-
The transition to sustainability is a crucial challenge for sciences and technology. UNESCO with its Natural Sciences and Social Sciences sectors participates in the scientific and technological capacity building of Member States for the benefit of development, and contributes to international scientific cooperation. Encouraging interdisciplinary approaches, it helps develop and spread sustainable development policies and practices through its intergovernmental scientific programmes like Man and the Biosphere (MAB) Programme the International Hydrological Programme (IHP), the International Geological Correlation Programme (IGCP), and others.

As a follow-up to the fourth World Science Forum Budapest+10, the International Congress of UNESCO Chairs & UNITWIN Networks on Education for Sustainable Development will thus play a pivotal role in orienting the debate on, and clarifying the concept of ESD, and its implications for higher education and scientific research priorities, as well as for international collaborations aiming at improving policies and practices on the subject.

This congress will help to stimulate discussion, awareness-raising and communication among different UNESCO Chairs so as to widen the debate around the issues of sustainability in higher education contexts.

Dear participants, I wish that this Congress will highly satisfactory reach its key objectives and its outcomes will become integral parts of UNESCO Chairs & UNITWIN Networks daily agendas focused on sustainable development to ensure a safer world for us, for our children and for all next generations.
педагогических исследований и развития образования. Необходимо в срочном порядке ускорить этот процесс, т.к. существует большое отставание во времени между началом исследовательских программ и началом применения результатов на практике. Также высшие учебные заведения должны стать ведущим примером для подражания, поступая на практике согласно тому, чему обучают: а именно учитывать принципы устойчивого развития при осуществлении закупок, инвестирования и управления средствами. Все студенты ВУЗов должны осознавать важность устойчивости, разнообразия и включения. Высшее образование должно делать особое ударение на критический способ мышления, базирующийся на исследовательской работе, методе обучения основанного на решении задач и использовании междисциплинарного подхода, а также составлять учебные планы, включающие в себя исследования, основанные на изучении практики и определении лучшего мирового опыта.

Переход к принципам устойчивого развития является непростым шагом для науки и технологии. ЮНЕСКО со своими секторами естественных наук и социальных наук участвует в наращивании научного и технологического потенциала, способствующего развитию, в своих странах-членах и вносит свой вклад в международное научное сотрудничество. Поощряя междисциплинарные подходы, она помогает в разработке и распространении политики и практики в интересах устойчивого развития при помощи своих межправительственных научных программ, таких как программа «Человек и биосфера» (МАБ), Межправительственная гидрологическая программа (МГП), Международная программа геологической корреляции (МПГК) и др.

Принимая эстафету от Всемирного научного форума (Будапешт +10), Международный конгресс кафедр ЮНЕСКО и сетей UNITWIN по образованию в интересах устойчивого развития станет играть ведущую роль в проведении дебатов, разъяснении концепции устойчивого развития и ее применении в высшем образовании и в научных исследованиях, а также в международном сотрудничестве, направленном на улучшение политики и практических действий в данной сфере.

Этот конгресс позволит начать дискуссии, усилит осведомленность и будет способствовать улучшению коммуникации между различными кафедрами ЮНЕСКО, в области высшего образования в интересах устойчивого развития.

Уважаемые участники, я искренне желаю, чтобы этот Конгресс с успехом достиг поставленных перед ним целей, а его результаты нашли отражение в каждойдневной деятельности кафедр ЮНЕСКО и сетей UNITWIN и стали неотъемлемой частью их работы, направленной на устойчивое развитие ради обеспечения безопасной жизнедеятельности для нас, наших детей и последующих поколений.
Пленарное заседание
ИСТОРИЧЕСКИЙ ПРОЦЕСС
И КОНЦЕПЦИЯ УСТОЙЧИВОГО РАЗВИТИЯ

Н.М. Мамедов, доктор философских наук, профессор,
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HISTORICAL PROCESS AND THE CONCEPT OF SUSTAINABLE DEVELOPMENT

N.M. Mamedov, PhD, professor, academician of the Russian Academy of Natural Sciences and the Russian Academy of Ecology

By the end of the 20th century the world had come to an ecological threshold that demanded a radical change of values, as well as world-view, economic, and technological foundations of society’s existence. That is why the UN Conference on the environment and development (Rio de Janeiro, 1992) adopted the concept of sustainable development. In the conditions of globalization this concept is becoming more important; spontaneous development is becoming more dangerous and unacceptable.

With realization of the problems and prospects of modern society’s transition to sustainable development, it’s becoming more obvious that this transition is possible only providing harmonious social relations, moral development of people, and changing human qualities on the basis of humanitarian values and ideals. As a whole, sustainable development should be characterized by economic effectiveness, reconcilability with the biosphere, and social justice.
His dual indicator here is comprehensive security and quality of people's life.

Thus, the concept of sustainable development combines ecological, economic, social, and cultural characteristics into one system. The concept of sustainable development has been generalized and has become a modern theory of historical process reflecting the social and natural (socio-natural) reality in its unity and development.

Any theory of historical process, as we know, is not only retrospective but also envisions the future; it serves as a basis for understanding the past and as a basis for constructing the future. The concept of sustainable development is aimed at the discovery of regularities of socio-natural systems and provides rationalization for the prospects reflecting the interests not only of the current but also future generations.

The value of the concept of sustainable development is in its ability to look at history as an integral socio-natural process stressing the unity of society and nature. Historical process appears here as a time sequence of replacing each other socio-natural phenomena and events. It's a fundamentally new way of looking at the historical process, the one when formation of social systems and structures, various kinds of technology and other components of the material culture are looked upon with a necessary consideration of the process in the biosphere and ecological borders of change in the natural environment. The transition to sustainable development and further movement along that way is seen as a directed socio-natural evolution.

After the UN Summit on sustainable development (Johannesburg, 2002) it became obvious that the solution of the problems of the contemporary civilization and “constructing” a sustainable fu-
нологии, но и с ценностно-мировоззренческими установками общества, человеческими качествами жителей планеты.

Приоритетными задачами перехода к устойчивому развитию стали: поддержание на глобальном и региональном уровнях социальной гармонии; становление культуры устойчивого развития; реформирование системы образования.

Особенностью того, что люди не просто существуют на Земле ради самих себя, а что они должны выполнять определенную биосферную функцию, составляет главную ось культуры устойчивого развития. Если культура как “творение человеческих рук” всегда противопоставлялась природе, то культура устойчивого развития должна стать способом гармонического соединения человека с природой на основе глубокого познания и понимания сущности природы.

Для достижения устойчивого развития требуются: политическая система, содействующая участию широких масс в принятии решений; правовая система, основанная на принципах гражданского общества; экономическая система, ориентированная на менее энерго- и ресурсоемкое производство и справедливое распределение; социальная система, обеспечивающая гармонию общественных отношений; международная система, способствующая устойчивости коммуникативных, торговых и финансовых связей; информационная система, обеспечивающая гласность и получение новой информации; образовательная система, обеспечивающая профессиональную компетентность и формирующая высокие человеческие качества; технологическая система, ориентированная на биосферосовместимые технологии и др.

Эти требования носят преимущественно характер целей, которые должны лежать в основе региональных и глобальных действий. Они были связаны не только с инновациями в науке и технологии, но и с ценностями и мировоззрением общества, человеческими качествами жителей планеты.

The high priority tasks in the transition to sustainable development are: sustaining social harmony on the global and regional levels; creating a culture of sustainable development; making corresponding reforms of the system of education.

Understanding that people live on the planet not just for themselves but perform some biosphere function is the foundation of the culture of sustainable development. While culture as “a creation of human hands” has always been seen as being opposed to nature, the culture of sustainable development should become a mean for harmonious unity of the man and nature on the basis of deep knowledge and understanding of the essence of nature.

It is clear now that for achieving sustainable development the following minimum requirements are necessary: a political system that involves the public at large in decision making; a legal system based on the principles of civil society; an economic system oriented towards less energy-intensive and resource-intensive production and equitable distribution; a social system that provides harmonious social relations; an international system that promotes sustainable communication, trade and finance; an educational system that provides freedom of information and access to new information; an educational system that provides professional competence and forms better human qualities; a technological system oriented towards technologies compatible with the biosphere, etc.

These requirements, as it can be seen, mostly look like goals that should lie in the foundation of regional and global actions in the area of socio-economic de-
development. In a broader sense, these requirements are conditions for transforming the culture of modern society and its transition to a fundamentally new state. The very existence of mankind depends on the success of this process.

Education determines moral, scientific and theoretical foundations for society’s reproduction and development. The ability to change quickly and effectively becomes a necessary condition for education which, in its essence, should be oriented to the demands of not only today but also of the future.

At the time of classical learning students learned from the past; now it’s clear that it is necessary to learn from the future. It is reasonable today to talk about the necessity of future-oriented model of education which can be described in categories of liability. It is connected to the image of a sustainable society, an ideal human being, his or her qualities, and forms of their realization.

In other words, the international community has the goal of socialization of individuals on the basis of the values of the culture of sustainable development. The content of education should ensure the formation of a sustainable informational-ecological society with a high humanist, technological, and ecological culture.

In the 1970s, the UN Programme on environmental protection proposed ecological education as one of the means for harmonizing human activity with nature. The UN Summit on sustainable development held in 2002 in Johannesburg summarized the goals of ecological education which was seen as a necessary basis for education for sustainable development.

It is important to stress that education for sustainable development is many-sided; it’s aimed at solution of other problems as well and cannot be viewed only as ecological. We should speak of an in-
Lessons of Sustainable Development in Education at All Levels

Formation of a system of education for sustainable development can be based on such principles of classical learning as fundamental character, universalism, continuity, and interdisciplinary and humanitarian character.

The methodology of education for sustainable development among other things involves: A necessity to develop a system of indicators reflecting compliance of various developments in education with the interests of sustainable development; Determining connections between an individual’s education and culture and the reality of the natural and social environment; Control and management of the quality of education; Creating a climate of tolerance, etc.

But, in spite of realization of the importance of reforming the system of education in the interests of sustainable development, this process is not progressing the way it should be. It is connected with the tradition in pedagogy to learn the known knowledge and reproduce existing connections and relations reflected in the public conscience. Future is always more or less unknown. Its vague outlines and content are hardly imagined by teachers as a foundation of education. This circumstance determines fundamentally new pedagogical problems, and the future of mankind depends on their solution.

Finally, the concept of education in the interests of sustainable development assumes that scientific knowledge alone is not enough for giving humanitarian sense to our activity. We need wisdom that helps to realize the real goals of the human existence. In connection to this, it appears that ethical education will become one of the most important foundations of education in the nearest future.
ГЕНДЕРНОЕ РАВЕНСТВО
КАК ФАКТОР УСТОЙЧИВОГО РАЗВИТИЯ
В.И. Звонарева, член Комиссии Российской Федерации
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GENDER EQUALITY AS A FACTOR
OF SUSTAINABLE DEVELOPMENT
Vera Zvonaryova, Member of the Commission of the Russian
Federation for UNESCO, UNESCO «Gender equality promoter»

Уважаемые гости Конференции,
Я глубоко признательна Вам за приглашение на столь важный Международный Конгресс, проходящий под эгидой ЮНЕСКО.

Важность и актуальность данного Конгресса крайне сложно переоценить. Ведь тема устойчивого развития лежит в основе выживания следующих поколений. Первый маленький шаг в понимании и осознании данной проблемы был сделан, теперь же необходимо найти возможности и пути решения для того, чтобы понимание главных принципов устойчивого развития стало частью нашего образа жизни, как в свое время частью нашего образа жизни стали машины, самолеты, компьютеры и др. Правильный подход к образованию – один из самых важных шагов в решении этой проблемы. Здесь, мне кажется, более молодое поколение может даже поменяться ролями с более старшим. И, может быть, даже стать некими преподавателями для своих родителей. Приведу один смещ-

Dear Guests of the Conference,
I am very grateful for inviting me to this important International Congress under the egis of the UNESCO.

The importance and topicality of this Congress can hardly be overestimated. The theme of sustainable development is a basis of future generations’ survival. The first little step in understanding and realizing this problem has been made, now we need to find possibilities and ways to make the understanding of basic principles of sustainable development a part of our everyday life, just like cars, planes, computers, etc. have become a part of our everyday life.

The right approach to education is one of the most important steps in solving this problem. Here, it seems to me, the younger generation can even trade places with the older generation and even maybe become educators for their parents.

I’ll give you one funny example from my own experience. Because of my sport career, almost all my I “sit on suit-
cases”. I fly and change hotels every week. Many of you, who have stayed in hotels, are already familiar with stick-
ers and plates telling us about environ-
ment protection and that a towel on
the hook means “I’ll use it” and a tow-
el on the floor means “It needs to be
washed”. Once I came home after a
tournament and noticed that my moth-
er liked washing my towels almost ev-
ery day... That moment I remembered
the plate at the hotel. My mother didn’t
even have an idea that a careful atti-
tude to washing could help to preserve
our planet; although to me it was my
everyday life.

Like using new technology has be-
come a part of everyday life and a ne-
cessity for young people, the under-
standing of the meaning of education
and protection of the environment
should become a part of their everyday
life. That’s why a role of women in the
world is so important. It’s well known
that women are more patient and more
careful in their everyday life. It’s them
who form the stereotypes about the en-
vironment in the eyes of their children.
That is why women’s access to educa-
tion and necessary knowledge can have
a large impact on our future genera-
tions.

That is why the theme of gender
equality is so important for sustainable
development. The Bonn Declaration,
adopted by the UNESCO Internation-
al Conference on education for sustain-
able development, says: “Gender equal-
ity and special attention to education
for women and girls are very important
for providing development and sustain-
ability” (Bonn, Germany, March 31 –
April 2, 2009). And education for sus-
tainable development, which is based
on the values of justice, equality and
tolerance, promotes, in its turn, gender
quality and unity of society. As a professional sportswoman, I treat with gratitude those sportswomen-tennis players who by their own work, willingness, commitment and patience have made their favourite sport recognized. A hundred years ago mostly men excelled on tennis courts; and now women's tennis is one of the most favourite sports in the world. I'm very grateful that I have the opportunity to do what I love and express myself in that. And every person can achieve a lot when he or she does what he or she really likes. It's a great pleasure for me to see happy faces of girls around the world when they have opportunities to get the knowledge and choose the business they are mostly interested in.

Education for sustainable development should actively promote gender equality and create conditions and strategies for allowing women to share knowledge and experiences of making a difference in society and people's well being.
Существующие типовые Государствен­ные программы включают рассмотрение важнейших экологических проблем, в частности, теоретических и практических вопросов химии природных вод, как составной части экологии.

Выпускникам естественных (иногда и гуманитарных) факультетов в своей профессиональной деятельности приходится решать различные экологические проблемы, связанные с современным состоянием окружающей среды.

Нарастающее техногенное воздействие на все звенья экосистемы требует постоянного контроля, информации общественности и соответствующих органов об экологическом состоянии природной среды, источниках поступления токсикантов, их поведения в биогеосфере, процессах превращения в воде, воздухе, почвах, гидробионтах.


На территории Сибири сосредоточены колоссальные запасы пресной воды высшей категории качества. Только озеро Байкал содержит более 23% мировых запасов пресной воды. Однако и этот уникальный водой благодаря необдуманному строительству таких монстров как Байкальский целлюлозно-бумажный

The existing typical state curriculums contain the most important ecological problems including, for example, theoretical and practical issues of chemistry of natural waters as an integral part of ecology.

Graduates of natural science departments (and sometimes departments of the humanities) in their professional activity have to deal with different ecological problems connected to the current conditions of the environment.

The increasing technological impact on all parts of the ecosystem demands constant monitoring, informing the public and relevant official bodies about the conditions of the environment, sources of toxicants, their behaviour in the biosphere, and the processes of transformation in the water, air, soils and hydrobionts.

The conditions of water resources are especially worrisome. That is why the year of 2003 was proclaimed by UNESCO the Year of clean drinking water, and 2005–2015 the Decade of clean drinking water.

In the territory of Siberia, colossal reserves of fresh water of the highest quality are concentrated. The Lake Baikal alone contains more than 23% of the world reserves of fresh water. But even in this unique water reservoir the quality of waters is changing because of the ill-considered construction of such mon-
sters as the Baikal pulp-and-paper plant, the Selengin pulp-and-paper plant and a number of smaller enterprises that are harmful for the environment. The Angara River from Angarsk to its mouth has become a stream flow unsuitable for providing drinkable water for the population. The uncontrolled waste of water resources and their pollution is also worrisome.

Taking into consideration the priorities in the field of study of water resources and a necessity to prepare highly professional specialists, the UNESCO Chair for Water Resources was founded at the Irkutsk State University in 2000.

The major goals of the Chair’s activity are: ecological education of young specialists and promotion of an integrated system of research and study, information and documentation in the area of protection and rational use of resources. It will be a way to promote cooperation among highly professional and internationally distinguished researchers and teachers of universities and other academic institutions of Russia, the republics of Central Asia, Mongolia, China, France, Switzerland, and other countries. The new Chair is not quite usual from the conditional point of view: it is not only an academic or only a research chair, it combines both these components and the academic and research process at natural science departments. The educational objectives include: educating students, aspirants and doctoral students in the area of water resources.

On the basis of the natural science departments of ISU, special groups have been created for gifted students who attend lectures on a wide spectre of water problems; students from other interested institutions of higher learning of the region will be included in these groups. Taking into account different levels of preparation in chemistry of water, a cur-
A curriculum for the course “Environmental Protection. Water resources” has been developed. Below is the list of some courses in the indicated field: chemistry of water, hydrochemistry, a study of Baikal, general ecology, genesis of rifts, hydrobiology, modern methods of analysis, a study of water reservoirs for the fishing industry, management of natural resources, water toxicology, modeling of water processes, hydrogeology, hydro-mineral resources of the Baikal rift system.

The developed special courses will allow students to improve, broaden and systematize the knowledge and skills in ecology they got before.

Similar groups will be organized in France; then an international intercollegiate cooperation for an exchange of experiences is planned to be organized.

As for the research, its main objective is a thorough study of water resources: creation of a database, organization, together with foreign partners, of joint research of hydrosphere including surface and ground waters and atmosphere precipitations. Such research is carried out first of all in the Baikal region because it has the richest water resources. The Chair organizes an intercollege cooperation. The new Chair will also organize works on a mathematical model of the processes of transformation of the substance including its transfer connected to the anthropogenic influence.

The Chair always cooperates with the institutes of the Siberian Section of the Russian Academy of Sciences, first of all with the Institute of Geochemistry, Earth Crust and Geography, and maintains business contacts with academic, educational and public institutions actively participating in the study of the water resources of the region, Russia and the cooperating countries.
The students studying this course gain practical experience in the laboratories of the university and academic institutions, and participate in research expeditions. The goal of the laboratory work is developing the skills of hydrochemical research. A lot of attention is given to the methods of sampling, especially sampling of snow. At a water reservoir a student learns the methods of sampling, conducts field evaluations, conserves samplings for biogenic elements and microelements, and extracts dissolved organic substances. A further analysis of the samplings is conducted in laboratories.

Students start to take hydrochemistry in their second or third year. In the third year they write course works that usually later become diploma projects. For a deeper study of the theoretical and practical material, students write papers on the topic of water ecology.

The best works are usually presented at student regional conferences.

The themes of the student works are various: analysis of surface, waste and mineral waters, study of hydrobionts, calculations of physical-chemical balances, analysis of atmosphere precipitations, elaboration of a geographic information system “Mineral Waters”, and others.

At the end of their study students take a test which is an analysis of a water reservoir, and then take a practical test and an exam. After graduation students receive a Certificate.

A large work of studying water resources is carried out among students of the schools of the city and the region. Students present their reports at various Olympiads. The educational and scientific complex presented here is directed to developing an ecological education of students and schoolchildren and developing a solicitous attitude to water.
SUSTAINABILITY OF DEVELOPMENT OF THE SOCIETY IN UNITY OF A NATURAL AND CULTURAL DIVERSITY

T. M. Sadalova, the Altay Branch of the Russian Commission on UNSECO affairs

Sustainability development in the Altai Republic has been discussed for a long time to find the optimum decision for the development of this mountainous region. The most conceptual decisions about this question were accepted during the international conference on the theme “Unity of Natural and Cultural Diversity, on the Basis of Sustainable Development of the Altay Mountain Region” (Gorno-Altaisk, 2005) organized by the government of the Altai Republic with the support of the government agencies of the Russian Federation, the Russian Commission on the affairs of UNESCO, international organizations, and the public.

Considering the fact that the Altai Republic acts as the center of the Euro-Asia continent which position essentially influences all adjacent territories, including the basins of the large Siberian rivers, over the next few years many of these decisions will be developed in more detail. Definite advantage was given to the Altai Republic by the objects of UNESCO on its territory in the nomination “Altai-Golden Mountains”, seeing as the Convention on Protection of World Cultural and Natural Heritage represents ample opportunities in legal, informational and economic fields along with...
connections and contacts. In the complete report a mission from the monitoring inspection of the Center of World Heritage UNESCO, and the International Union of Wildlife Management (MCOP), visited the Altai Republic in September 2007 to estimate the condition of protected objects in the World Heritage site, “Altai – Golden Mountains” and gave a positive appraisal of the protection and management of the unique natural monuments. Experts of the mission also noticed that the Natural and cultural heritage of the Altai Republic is an excellent resource the development of ideas about sustainable development, preservation of biological diversity, wildlife management, ecological education, and involvement of the population in nature conservation activity.

Significant achievement has been made in the working out of problems of a sustainable development society with the participation of representatives of our Altai Republic in the work of the Inter-regional advisory seminar on World Heritage, “Trans boundary Cooperation Devoted to Development in Asia”, which took place in the beginning of September 2008. It was proposed to us to solve a most important task, having as its object the creation of a Eurasian transboundary park of cultural and natural diversity, with the support and under the aegis of UNESCO, in the center of four adjacent states, Russia, Mongolia, China, and Kazakhstan. This park would be surrounded by a buffer zone of traditional cultures using clean technologies for life activity. On the trans boundary region in the four surrounding countries live peoples with age old experience of traditional wildlife management which is based on clean technologies of life sustenance just as it is needed for today. It is pleasant to notice that the tendency to
что тенденции сохранения природного и культурного разнообразия набирают силу также и на сопредельных к РА территориях соседних государств. Наступила пора объединить усилия, наполнив практическим содержанием давно сформулированное в интеллектуальной среде понятие «трансграничное сотрудничество», для чего необходимо определить общую цель, отвечающую интересами всех участников этого многостороннего процесса. Большое внимание на данном семинаре уделилось археологическим захоронениям и объекту нематериального наследия — сказительскому искусству. Так, нами там была озвучена констатация факта о том, что Алтай признан во всем мире не только как место сенсационных археологических открытий, но и как территория, где народы стремятся сохранить археологические памятники в нетронутом виде. Не только природное, но и культурное своеобразие горных территорий могут стать важными составными устойчивого развития общества.

Тема устойчивости горных территорий разрабатывалась в нашей Республике в последние годы очень активно разными заинтересованными кругами в этом направлении. Но многое из того, что намечено, пока представляет только постановку вопроса, поэтому на территории РА с привлечением заинтересованных сторон можно разрабатывать разные программы по устойчивому развитию горных территорий. В частности, для нас большой интерес представляет один из документов программы «Человек и биосфера» ЮНЕСКО по руководству священными территориями, что перекликается с вековыми традициями аборигенных народов Сибири и Алтая.

В Республике Алтай активно поддерживаются все идеи по развитию устойчивого развития горных территорий.
ТЕОРИЯ УСТОЙЧИВОГО РАЗВИТИЯ: ЕСТЕСТВЕННОНАУЧНЫЕ И ЭКОЛОГО-ЭТИЧЕСКИЕ ОСНОВАНИЯ

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THE THEORY OF SUSTAINABLE DEVELOPMENT: SCIENTIFIC, ECOLOGICAL AND ETHICAL FOUNDATIONS

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1. Понятие устойчивого развития выражает гармонию вселенского бытия (реальности в развитии) как единства и взаимоперевода противоположностей: изменчивости и устойчивости, изменения и сохранения, потенциальности и актуальности и т.д. На современном этапе творческой эволюции мира обнаружилось и стало более очевидным, чем прежде, объективное единство двух сторон развития: с одной стороны, процесса качественных изменений, с другой — сохранения самого основания, питания или поддерживающего неиссякаемость развития (sustainability). Понятие устойчивого развития делает акцент на согласованности и направленности изменений, на самоподдержании и сохраняемости структур, на цикличности и системности развития. Устойчивое развитие есть форма циклического движения (как универсального способа генерации материального). Внутренний механизм Sustainability как негэнтропийного (информационного) процесса определяет самоорганизацию, а его системно-информационную сущность характеризует свойство когерентности.

2. Мы рассматриваем устойчивое развитие как закон Вселенной. Этот закон отражает фундаментальное
Свойство всех явлений и процессов во Вселенной, — а именно динамическое равновесие (гармонию) противоположных сил и тенденций, прежде всего устойчивости и изменчивости. Устойчивость бытия обуславливается самим процессом изменений; в свою очередь процесс развития предполагает сохранение самой основы изменений.

3. Немецкому филосоfu Г.В. Лейбницу принадлежит приоритет в открытии закона увеличения степени идеальности (совершенства), который утверждает: «гармоничность отношений между частями системы в процессе эволюции возрастает». Русский химик Д.И. Менделеев развивал идею о гармоническом порядке природы. Известный эколог Н.Ф. Реймерс, опираясь на идеи Лейбница и Менделеева, сформулировал три принципа концептуальной экологии: принцип синхронизации и гармонизации составных частей экосистемы; принцип экологической корреляции и принцип системной направленности эволюции. В трудах русского ученого В.И. Вернадского обоснована идея космоволюции, то есть взаимной адаптации и сотрудничества живых организмов, сопряженной эволюции земных и космических факторов. В гармоническом взаимодействии объекта и окружающей его среды реализуется сбалансированная динамика их совместного (космоволюционного) развития. По данным астрофизики, наша Вселенная устойчиво развивается во вполне гармоничном режиме — золотом.

4. Существует ли научно-философская теория, рассматривающая общественное развитие в контексте космического порядка? Такой теории пока нет, но есть «концепция ноосферы» (В.И. Вернадский), которая рассматривает историю природы и историю общества как едину неразрывную цепь of the opposing forces and tendencies, first of all, stability and mobility. Stability of being is conditioned by the very process of change; it its turn, the process of development implies conservation of the very essence of changes. As Lao-tzu said, “The wheel is moving because the axis is motionless.”

3. German philosopher Leibnitz had a priority in the discovery of the law of the increase of the degree of ideality (perfection) which says: “The harmony of interrelations of the parts of the system is increasing in the process of evolution”. Russian chemist Mendeleev developed an idea of a harmonious order of nature. Famous ecologist Reimers using Leibnitz’s and Mendeleev’s ideas formulated three principles of conceptual ecology: the principle of synchronization and harmonization of the ecosystem's components, the principle of ecological correlation, and the principle of systematic directionality of evolution. Russian scientist Vernadsky in his works provided rationalization for an idea of co-evolution, which is a mutual adaptation and interaction of living organisms and a mutual evolution of earth and space factors. In a harmonious interaction of an object and its environment, there is a balanced dynamics of their mutual (co-evolutional) development. According to astrophysics data, our Universe is developing in a stable — golden — regime. In the foundation of all spiral and branching structures of the Universe there lies the harmonizing invariant which is the principle of golden ratio or “golden fractality” (N.N. Yakimova).

4. Is there a scientific and philosophic theory that looks upon social development in the context of the space order? It doesn't exist yet but there is the concept of noosphere (V.I. Vernadsky) which looks upon natural history and
human history as one unbreakable chain of creative evolution of the world. At the noosphere stage, the main factor of sustainable development of the world is generation and implementation of ideas, that is to say, the man’s creative thinking. As V.I. Vernadsky wrote, “The role of a human personality is decisive”; and sustainable development of the world at a large extent depends on formation of highly responsible and highly creative personalities.

5. Modern science faces two main challengers today: firstly, understanding of the deep unity of human nature and the Universe; and secondly, providing safe and sustainable development of the world civilization. It's obvious that creation of a theory of sustainable development is impossible without a reliance on the achievements of the sciences about the Universe and the Man. A theory of sustainable development is possible only on the foundation of the synthesis of scientific knowledge based on a holistic worldview. In other words, a theory of sustainable development can be logically coherent only when it reflects the evolutional dynamics of the whole. In this sense, creation of a theory of sustainable development is the most fundamental task of modern science. We believe that a concept and a theory of sustainable development are not the same thing. A concept of sustainable development is a political strategy of the international community; it's a foundation for dialogue of acting subjects of world history. A theory of sustainable development – is a doctrine about a harmonized interaction of the parts of the system and of a co-evolution of the system with the environment. In such interpretation a theory of sustainable development cannot be based on synergetics (a theory of interaction and self-organization). A the-
6. Why is sustainable development possible? The mechanism of sustainable development lies in the synergism of interactions, in the self-organization of everything existing and “determination by the future” (I. Prigozhin). Synergism has proved an existence of structures-attractors and the final set of the parameters of the order determining the behaviour of studied objects over a long period of time. This synergetic position of the world is one of the basic empiric generalizations lying in the foundation of the theory of sustainable development.

7. Is a theory of sustainable development of society possible? Absolutely yes! An illustration of such possibility is the example of the “demographic transition” (S.P. Kapitsa). According to the principle of “logical uniqueness” by A. Einstein, just one fact is enough for creating a new theoretical system.

Recent historical researches have shown that the critical factor of sustain ability of complex societies is the return from the “developing of complexity”. What’s the implication of this fact? First of all, a reconciliation of the “developing of complexity” and the “problem of solvability” is needed. A significant factor of sustainability of complex societies is their ability to solve new problems with a consideration of long-term and systematic effects of the decisions made. One of the most important of them is the problem of future-oriented education.
1. The sense of a sustainable development is in harmonization of public relations, in harmony achievement between an individual and nature. If we understand harmony as a system of balances, supporting stability of social systems then the sustainable development coincides with the civil development. The civil development is merely a tireless aspiration «to the higher perfection of harmony» (A. Whitehead), and this perfection of harmony is reached through synthesis of truth and beauty, creativity and tranquility, freedom and equality, spiritual and material life beginning, etc. The reference points of the sustainable development of the society are characterized as following: a) harmony of people and nature for which mankind should stop the expansion of nature; b) harmony of people with a society for which the individual should counterbalance his egoistical claims with interests of society; c) harmony of the person with himself which assumes finding the meaning of life and happiness.

2. The sustainable development is a revolution in values, which changes material-consumer priorities onto ecological-ethical, intellectual values and a cre-
microcosm. The formation of ecological ethics on the social consequences is comparable with Kopernik's revolution in science. System of values of the ecological ethics emphasizes that life prosperity on the Earth represents the supreme value and purpose. A human act is noble, when it is directed on preservation of integrity, beauty, a variety and stability of all ecosystems of the planet, also it will be unnatural if everything will occur on the contrary. The ecological ethics urge to estimate and perceive the nature more likely as the subject of coevolution, rather than as an object of conquest.

3. A strategic target of the sustainable human development is a creation of a new harmonious civilization. In this moral society cultural wealth and knowledge becomes a criterion of individual and public riches, individual's development and quality of environment becomes a criterion of social progress. It is necessary to notice that neither the tsarocratic socialism, nor the real capitalism do not correspond to a moral imperative of a new civilization. We consider a concept of a harmonious civilization as "a necessary criterion of reason", according to Kant, and as a method, which self-organizes reasonable and valid, we use a method of backcasting (T. Stivenson), that is a method of changes identification which should occur in case of purpose realization, and also those strategies which are necessary for realization of these changes. According to the backcasting principle, we should transfer to our today's world as much elements of the future as possible, taking for a basis the project of a new civilization. It means also that an attractor of society's sustainable development is the ideal of a harmonious civilization.

4. A problem of the sustainable development inseparably linked with a resolver-
ability problem. The Soviet Union represents the brightest historical example of reduction of return from the decision of problems (of diminishing returns to problem solving). Eventually, the Union was not able to solve a problem of its own survival and existence. The society develops steadily only when adequate measures to solve arising problems are taken on time, i.e. when there is a correct «Answer to the Call» (A. Tojnbi). Obviously, the decision of such problems is impossible without a creation of the advancing education system which rely on the models and strategies of the future. The education for the sustainable development should be understood as synergetic process of the formation of highly moral and highly creative people, capable to solve problems of creative evolution taking into account a long-term system effects.

5. Relying on the Law of the Russian Federation «About protection of the Lake Baikal», UNESCO chair in ecological ethics at the East-Siberia State University of Technology develops recreational and innovative models of the sustainable development of the Baikal natural territory. In our opinion, Baikal and the whole Baikal natural territory should become a testing ground for the international cooperation of the efforts aimed at the decision of the complex problems of the sustainable development according to «the Charter of the Earth» and the United Nations Declaration «Purpose of Development of the Millennium».

Literature:
общества является идеал гармоничной цивилизации.

5. Проблема устойчивого развития, неразрывно связана с проблемой разрешимости. Советский Союз представляет собой ярчайший исторический пример уменьшения отдачи от решения проблем (of diminishing returns to problem solving). В конце концов, Союз оказался не в состоянии решить проблему собственного выживания и существования. Общество развивается устойчиво тогда, когда принимаются адекватные меры по своевременному решению возникающих сложных проблем, то есть когда находится правильный «Ответ на Вызов» (А. Тойнби). Очевидно, решение таких проблем невозможно без создания системы опережающего образования, опирающейся на модели и стратегии будущего образования для устойчивого развития следует понимать как синергетический процесс формирования высоконравственных и высококреативных личностей, способных решать сложные проблемы творческой эволюции с учетом долгосрочных системных эффектов.

6. Опираясь на Закон РФ «Об охране озера Байкал», кафедра ЮНЕСКО по экологической этике при Восточно-Сибирском государственном технологическом университете разрабатывает рекреационную и инновационную модели устойчивого развития Байкальской природной территории.

На наш взгляд, Байкал и вся Байкальская природная территория должны стать полигоном (testing ground) международной кооперации усилий, нацеленных на решение комплексных проблем устойчивого развития в соответствии с «Хартией Земли» и «Декларацией ООН Развития Тысячелетия».


ECOLOGICAL PROBLEMS OF SIBERIAN REGION
AND ENVIRONMENTAL ENGINEERING CURRICULUM
DEVELOPMENT AT SIBERIAN FEDERAL UNIVERSITY

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Key words – curriculum development, environmental engineering, hazard assessment, natural systems.

A transition from the former administrative control to a market-based economics has brought a negative impact to the environmental situation in Russia, especially in the industrial regions. Despite a recession in Russian industry and economics the pollution's intensity has greatly increased due to a domination of highly consumed energy-resource technology usage and export preferably aimed at raw materials. The state control efficiency has also decreased along with the appreciable loss of specialists' competence and the environmental engineering curriculum updated for a new generation of trained specialists to be awarded in regional ecological problems is demanded.

Since the beginning of 2005 two interconnected development trends have been in the focus of Krasnoyarsk State Administration and Russian Federation
Section “Environment”

The first of them is to unite Krasnoyarsk region with its northern territory in former boundaries while the second is to create the new Siberian Federal University that can be able to solve problems of the qualified professionals training in diverse engineering fields to be carried for opening up and using natural resources of Krasnoyarsk region united.

Nizhneye Priangarie zone is located near the official geographic center of RF and contains abundant supplies of natural resources. There are big ore deposits of lead, zinc, silver, niobium and many others. But the major priorities of this area are gold, oil and gas, and, of course, wood resources as 70% of the territory covered with forests. The hydrocarbon resources ascertained here account for the third part of those of Tiumen area. But further prospecting works show that real volume of oil and gas could be considerably greater. Huge brown coal-fields stretch to the west and east of the region in its southern area. Burning of low quality coals or other fossil fuels for heat and electricity production brings a lot of carbon dioxide and sulfur oxide gases emitted into the atmosphere increasing greenhouse effect impact and acid precipitation (acid rains). The latter phenomenon occurs when sulfur and nitrogen oxides combine with water vapor and become airborne acids. The acid rains destroy many agricultural plants and forests.

The factors that induce a corporate activity in the environment field are competitiveness, legitimization and social responsibility.

Within countries with developing economics, for example in Russia ISO standards have been first introduced just before the beginning of the new millennium and there has not been yet developed
an appropriate environmental awareness as that within European Community's countries. The basic environmental controllable parameters in air, water, soil and foodstuff are: maximum permissible concentration (MPC), maximum permissible level (MPL) and maximum permissible dose (MPD). Quantitative values of these parameters for superecotoxicant are in the range of nanogram per cubic meter, per liter or per kilogram (nano-quantitative indexes). Strict compliance of the maximum permissible parameter established for every toxicant provides conformity of sanitary regulations and it represented one of the most effective methods of biosphere protection today. Thus, understanding of the analytical facilities concerned determination of trace quantities of pollutants at a maximum permissible level in environmental objects is of a special importance for ecological monitoring. Only experimental methods allow to identify and to obtain controllable nano-quantitative indexes necessary for ecological monitoring and ecological situation forecasting. In environmental-analytical measurements the remote monitoring methods of passive and active sensing of bioenvironments by electromagnetic radiation have the priority significance. The primary importance in this aspect have spectral methods in optical range which are the most perspective for environmental-analytical instrument-making in respect to sensitivity, expressivity and information reliability.

“Environmental-analytical Monitoring of Biosphere” as a discipline of Master Program is taught at UNESCO Chair “New Materials and Technologies” of Siberian Federal University. It consist of lectures, laboratory practice and seminars and self-education work. The curriculum has a fundamental character of
physical ecology, disseminates ecological ideology, thinking and ability for estimating professional activity in respect to biosphere protection among students. The program covers the human ecology bases, and also global environmental problems and prediction of mankind development in view of present-day ecological crisis. Practical relation of the course with the future profession of students is realized by lectures and laboratory works on ecological problems regarding the engineering profile (physico-mathematical bases of environmental-analytical instrument-making, experimental methods and techniques for the ecological parameters measurement, up-to-date spectral-computer methods of ecological data providing, remote and information technologies of global ecology).

After completing the course a student should have knowledge of tool physico-chemical methods of initial environmental-analytical data obtaining for monitoring the biosphere, of the basic nuclear, isotope and molecular toxicants and superecotoxicants, and also about field electromagnetic influences on biosphere. Students should know about approaches to mathematical modeling and estimation of ecosystem condition and to able to predict consequences of their professional activity in respect to biospheric processes.

Learning materials are to be given in modular structure and contain firstly the Introductory Module that concerns with the engineering design concepts and ecological requirements depending on the chosen engineering field as thermoelectric power production from fossil fuel burning, polymer and synthetic rubber production, cellulose and paper production and alumina electrolysis engineering. Environmental Engineering Module is focused at oil/gas pipe-
programma по дисциплине «Эколого-аналитический мониторинг биосферы» c целью повышения уровня экологической подготовки магистров по направлению «Техническая физика», разработан модульный курс «Методы и средства промышленной интроскопии», а также модульный курс «Измерения в сложных системах», который используется в магистерской подготовке по направлению «Системный анализ и управление».

Курс «Эколого-аналитический мониторинг биосферы» — междисциплинарный, что позволяет обеспечивать необходимые знания в области технического обслуживания химических производств и предприятий по промышленной добыче минерального сырья. Особенность этой учебной программы состоит в фундаментальном характере изложения физических основ экологического мониторинга окружающей среды, в формировании экологического мировоззрения, мышления и способности оценки профессиональной деятельности в сфере защиты окружающей среды. Содержание разделов и тем этого курса включает в себя: Понятие экологического мониторинга. Виды мониторинга в зависимости от критериев (биоэкологический, геологический, биосферный, геофизический, климатический, биологический, охраны здоровья населения и др.); Понятие глобального экологического мониторинга биосферы; Международная геосферно-биологическая программа; Государственные системы мониторинга окружающей природной среды; Методология и метод экологического мониторинга и контроля. Количественные показатели состояния природной среды. Методы оценки токсичности среды; Экологическое нормирование состояния экосистем и территорий. Химические показатели. Санитарные показатели. Биологические показатели; Экологиче-
сное нормирование по электромагнит- ным воздействиям; Мониторинг загряз- нения природной среды (Приземная атмосфера; Поверхностные воды; Мор- ские воды; Почвенные ресурсы и со- стояние лесов); Дистанционные методы оценки почвенной влажности и засоленности почво-грунтов; Методы мониторинга на основе измерения интерактивности ИК и УФ-спектров поглощения. Понятие о библиотеке этих спектров для типичных загрязняющих примесей, в применении к информационно-измерительным и экспертом системам.

Модульный курс «Методы и средства промышленной интроскопии» включает в себя: классификацию аварийных и ка- тастрофических ситуаций для различ- ных категорий инженерных объектов. Национальные и международные нор- мы технической диагностики инженер- ных конструкций; методы и средства ультразвуковой промышленной интро- скопии; методы и средства акустико-эмиссиионной диагностики потенциаль- но-опасных инженерных объектов; те- пловые методы и средства технической диагностики; методы и средства авто- матизированного контроля герметично- сти резервуаров и трубопроводов; ком- плексные системы контроля качества продукции и окружающей среды.

Для студентов и магистрантов с ба- зовым высшим техническим образо- ванием – тех, которые собираются ра- ботать в области защиты окружающей среды, предлагаются дополнитель- ные модули, касающиеся технических аспектов и экологических требований в выбранной технической области, включающие в себя: регламентирую- щие материалы по предотвращению аварий на производстве средствами плановых неразрушающих испытаний и компьютерной поддержки принимаемых решений; инновации и рекинги- ning. Обеспечение безотходности и оценки риска техногенных катастроф; технологии дистанционного зондирования и анализа СВЧ-изображений в целях предотвращения экологических катастроф, в частности, вызванных сезонными деформациями вечной мерзлоты в северных регионах; технологии переработки отходов; системы управления состоянием окружающей среды. Перспективы и ограничения.

К перспективам совершенствова- ния учебных программ относятся: бо- лее широкое заимствование передово- го опыта Европейских университетов, в частности, Каталонского технического университета (Испания) в области инженерной защиты окружающей среды; развитие концепции высшего инженер- ного образования в целях устойчивого развития по Программе ЮНЕСКО; рас- ширение академических обменов ма- гистрантами и аспирантами в сети за- рубежных отделений.

Литература:
The Khanty-Mansiysk Autonomous Okrug – Ugra is Russia's key oil and gas region and one of the largest oil producers in the world. Large-scale industrial development determines the huge anthropogenic stress on the natural complexes. The region's key environmental problems are atmospheric pollution caused by flaring associated oil gas, land and water pollution caused by pipeline breaks and industrial wastes disposal, disposal and recycling of wastes generated by housing and utilities sector, water pollution caused by inadequate sewage treatment.

One of the factors that aggravate the region's environmental problems is the low level of ecological knowledge and culture among the general public and decision-makers.

The leadership of the region is aware that ecological awareness and culture of the population are a basis for the sustainable development of a territory. That is why, since 1996, a system of universal ecological education and awareness has been in place in Ugra, including an infrastructure of ecological education (preschool, school, professional, higher), management, human resources, legal regulation, scientific, methodological

The Government of Ugra is implementing a number of projects promoting ecological education and awareness, including the international ecological action “Save and Preserve” first launched in 2003. This project has already been supported by such international organizations as UNESCO and Northern Forum. The Sakha Republic and Tomsk Region have recently joined in.

Since 2006, the All-Russian conference “Ecological Education for Sustainable Development” has been bringing together Russian scientific and pedagogical community in Ugra to discuss the current issues and adopt ecological education development strategies.

An important step to consolidate the efforts to address ecological education and awareness of the population was the creation of the Interagency Commission for Ecological Education and Awareness. The Commission includes representatives of the Government of the Khanty-Mansiysk Autonomous Okrug – Ugra, Departments, Committees, leading Higher Education Institutions, Public Chamber of Ugra, whose powers and activities allow to develop ecological education in practice and promote the sustainable development of a society where each citizen has a high level of ecological culture.
ENERGY EFFICIENCY AS AN IMPORTANT FACTOR OF SUSTAINABLE DEVELOPMENT

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At present power engineering in a wide sense of this word, including both the extraction of natural fuel-energy resources, the production of all kinds of energy and their consumption, begins to be a large source of risks of the instability of the world business system and natural equilibrium.

Decreasing these risks is first connected with increasing the energy efficiency of world economy and then with diminishing the impact of power engineering on the environment, including due to wide application of renewable energy sources.

It is known that the European Union worried about these problems has accepted the following basic activities in the field of power engineering to 2020:

– decreasing total energy consumption by 20%;
– increasing a share of renewable energy sources in the total energy balance to 20%;
– decreasing atmospheric emissions by 20%.

The Republic of Belarus is making large efforts to enhance the energy efficiency in its economy. In 2006 the level of fuel consumption in Belarus was 415 kg in oil equivalent per $1000 of...
GDP, to the end of 2007 – 365 kg. In Belarus it is a task to achieve 280–290 kg per $1000 of GDP to 2010. Nevertheless, in Poland it is 210 kg, whereas in some other countries of the European Union it is still less – 140–150 kg.

The important role in solving these tasks is played by the education system at different levels: secondary school, specialized secondary and higher education, training and re-training of decision-makers, public information.

To do this, the UNESCO Chair “Energy Conservation and Renewable Energies” was founded at the Belarusian National Technical University (BNTU) in 1996 within the frame of the program “UNITWIN/UNESCO Chairs.”

The key task of the UNESCO Chair is to organize and implement the integrated system of educational, scientific, information and organization activities in preparing engineering skills for the Republic of Belarus aimed at solving energy effective tasks, including with wide application of renewable energy sources, and able to solve these tasks with the use of advanced world experience.


At present the UNESCO Chair is preparing engineers with a professional skill of Engineer and Manager in Power Engineering in this specialty, and able to solve these tasks with the use of advanced world experience.
“Environment” Section

In «Мировую Солнечную программу 1996–2005 гг».

В 1997 г. 29 Сессия Генеральной конференции ЮНЕСКО по инициативе белорусской делегации приняла резолюцию 29 C/DR.131 в поддержку деятельности кафедры ЮНЕСКО и создания в БНТУ регионального центра по подготовке и переподготовке специалистов в области энергосбережения и возобновляемой энергетики. В 1999 г. при поддержке Национальной Комиссии Республики Беларусь по делам ЮНЕСКО в рамках Программы участия ЮНЕСКО кафедрой был реализован проект BYE 302 «Создание компьютерной базы данных и образовательных технологий в области энергосбережения и возобновляемых источников энергии».

В 2006 г. кафедрой реализован проект «Поддержка развития исследовательского и образовательного центра для обучения специалистов в области возобновляемых источников энергии» в рамках деятельности Московского офиса ЮНЕСКО по направлению «Внедрение и использование альтернативных и возобновляемых источников энергии и энергосбережение».

Кафедра принимает активное участие в деятельности по созданию Европейской сети по образованию и обучению в области возобновляемой энергетики (EURONETRES), которая является составной частью Глобальной программы ЮНЕСКО по образованию и обучению в области возобновляемых источников энергии (GREET), одобренной 32-й Сессией Генеральной конференции ЮНЕСКО в 2003 г.

Несомненно, что деятельность ЮНЕСКО и ее региональных учреждений в этом направлении заслуживает высокой оценки и должна быть продолжена новыми образовательными инициативами.

In 1997, on the initiative of the Belarusian delegation, the 29th UNESCO General Conference Session accepted a special resolution 29 C/DR.131 to support the activity of the UNESCO Chair and to organize a regional center for training and re-training of specialists in the field of energy conservation and renewable energy sources in BNTU.

In 1999, when supported by the National Commission for UNESCO of Belarus within the UNESCO Participation Program, the project “Development of Computer Database and Educational Technologies in the Field of Energy Conservation and Renewable Energy Sources” was implemented by the Chair.

In 2006 the Chair realized the project “Development and implementation of learning package and training course for education and training of engineers in the field of biomass energy and environment” within the framework of the activity of the UNESCO Moscow Office in the field of education in renewable energy sources.

The Chair takes an active part in development the European Network on Education and Training in Renewable Energy Sources (EURONETRES) that is a part of the UNESCO global program on education and training in the field of renewable energy sources (GREET) approved by the 32th UNESCO General Conference Session in 2003.

It is undoubted that the activity of UNESCO and its regional institutions in this direction should be highly appreciated and must be continued by new educational initiatives.
THE PRIORITY OF ECOLOGICAL EDUCATION FOR SUSTAINABLE DEVELOPMENT AND PRESERVATION OF BIODIVERSITY OF THE LOWER VOLGA REGION

G.Y. Klinkova, the Volgograd State Pedagogical Institute

One of the most severe problems of the Volga basin is damming of the Volga as a result of building a cascade of dam lakes and the negative social and ecological consequences connected to that. The shortage of water of the last years have made the situation more acute showing that the vital interests of the population and the ecosystem of the basin directly depend upon the technological needs of energy production. An active public attention has intensified the search for solutions. It’s now clear that there is no deep understanding of the processes going on in the natural complexes under the influence of damming and its impact on the biota and the population’s interests. As well as there is no shared vision among specialists about the parameters of “ecological” off-flow especially when different sections of the basin react differently on the same amount of water off-flow.

Thus, the Volga basin demonstrates a “model” situation when, in order to move from critical to sustainable development, practically all main principles of the UNESCO activity need to be consequently applied. New ideas, exchange of information and experiences, cooperation, including international one, new
laws and an active practical work are needed. The UNESCO structures working in the Volga basin can demonstrate an active position and a leading role in finding solutions for this situation.

The branch of the UNESCO Chair of the Nizhniy Novgorod State University of Architecture and Construction at the Volgograd State Pedagogical Institute (VSPI) that recently started working makes its contribution to this activity pursuing scientific, educational and social goals simultaneously.

No doubt, one of the most important components of the region’s transition to sustainable development is preparation of proposals based on a deep fundamental research dealing with all elements of the basin’s ecosystems. The biota often becomes a “stepchild”, especially the part that does not belong to traditional resource species. The mechanisms and even the very necessity of preserving biodiversity are not obvious for many. That is why, for supporting natural complexes in the conditions of economic activity, what is needed is not just a well elaborated theory (which does not exist yet) but also a serious effort for educating and finding a compromise among the interested parties.

One of the contributions to extending knowledge of local nature among people at large is the new educational course for secondary schools “Biodiversity of the Wetlands of the Lower Volga” which is being developed at the VSPI with support of the United Nations Development Programme / Global Environment Facility. Currently, a set of textbooks, which tell students about various groups of biodiversity as well as about the dangers threatening them and the system of measures for supporting and rehabilitation of the natural complexes of the Volga basin, is being prepared.
The importance of any educational activity among the population is big. The steppe zone where most of the Lower Volga region is situated belongs to the number of regions with the most transformed natural complexes and where up to 80% of upland soil is tilled. The fact that in the Volgograd region in the system of Special Protected Natural Areas there are no natural reserves makes the situation worse. That is why preservation of biodiversity fully depends on the knowledge and the ability of the local population to live not only at the expense of nature but beside nature, supporting and rehabilitating it.

The natural parks of the Volgograd region, which number has reached 7 for the last 10 years, are an important polygon for forming the skills of such “ecological” behaviour. These territories usually exist on lands belonging to other owners; that's why education and legislation are the main instruments in the work of the parks' employees. Close contacts with the local population is one of the distinctive features of the UNESCO biosphere reserves. The Volgograd branch of the UNESCO Chair closely cooperates with “The Volga-Aktyubinsk Bottomland” Natural Park where a new biosphere reserve is being planned. As a part of this partnership, many educational programmes are being implemented in order to extend the knowledge of people from various strata of society, from the Park’s employees to schoolchildren, about the natural complexes of the region and conditions of their sustainable development. In the Park's territory, the employees and students of the VSPI together with other academic institutions of the region carry out various ecological researches and monitor the conditions of fragile components of the biota.
serving biodiversity is keeping a register of rare species enlisted in the Red Book of the Volgograd region which in its large part is being kept by volunteers from the local population with educational and methodological support of specialists of the Pedagogical University and other relative institutions of the region. For supporting the teachers participating in this process, the Botanic Gardens of the VSPI and the Volgograd Regional Botanic Gardens established a municipal grant of Volgograd “For preservation and rational use of biodiversity of plants”.

A more active public position in studying and preserving biodiversity has made the problem of the lack of information about the natural complexes, biological objects of the region, and the technologies of sustaining and rehabilitation of disturbed ecosystems more acute.

The necessity of creation of a regional informational centre for solving this problem has become more obvious. One of the possible solutions is creating a UNESCO informational centre for biodiversity of the Volga basin which would collect information using modern technologies of the geographic information system. It can become a practical project in the framework of the UNESCO “Information for All” Programme providing equal access to the information that can be used for improvement of the quality of life of the people living in the Volga basin.

Periodical scientific publications on the problems of preservation and rehabilitation of natural ecosystems are no less important. One of the forms that provide regular exchange of information can be the periodical international newsletters “Ecological Aspects of Sustainable Development” and “Ecological Technology” published by the UNESCO in Russian.
Integrated Water Resources Management (IWRM) is about the way surface and subsurface water resources should be managed considering the other interrelated natural resources, as well. It refers to the different water uses, protection, conservation and control, taking into account all the actors involved.

To bring the IWRM concept into implementation in a watershed where rural people live with lack of or little formal “official” education is a difficult task. However, with the right way of transmitting the concept, it is possible to bring IWRM into practice.

The case study was developed in the upper part of the Orange river basin, located at the west of Guatemala. The people settled in this basin belong to the “mam” indigenous group. They have their own culture and language. The illiteracy rate concerning de formal “official” education, which is Spanish, is high. So, the traditional western way of training people is not at all effective.

Based on educational material applied by UNESCO in Argentina and the Caribbean, it was developed educational sheets. One of them shows the current reality at the Orange river basin without IWRM. Another one depicts what would happen when all sectors: environmental, municipal, socioeconomic, etc. work together after a right vision: IWRM. Aside of these sheets, a guide was developed.
It seeks to explain, based on graphical sheets; among others, different topics like governance, IWRM principles and tools, gender, cultural diversity, administration for water systems sustainability.

The initiative of preparing an educational package was carried out with the involvement of community leaders of the local organization “Associated Communities for Water, Environment and Infrastructure of the Orange River”, (CADISNA, Spanish acronym); and local authorities of the “Municipal Union of the Orange River Orange Basin” (MANCUERNA, Spanish acronym).

The educational package presents solution options to the problem of the current water use and conservation practices, and associated natural resources, with the recognition of rights and obligations for the governance construction process. To succeed in this venture the strategy has been to train of trainees. That is to say, to work with school teachers and community leaders for the replication process.

By this way, it is favored the identification and understanding of the water management components, its contribution to the social and economic development, as well as the identification of opportunities and overcome challenges of its management. It also contributes to strengthen local capacities for an IWRM. In that way it is guarantee the rights of future generations to a sound water resources access.

The effort by the development the this educational material was carried out in the framework of the IWRM project for the highlands of the Orange river basin in Guatemala, together with the UNESCO Chair for Water Resources Sustainability run currently by the Regional School for Sanitary Engineering and Water Resources (ERIS) of the Engineering Faculty of the National University of San Carlos (USAC).
Amazonia is best understood as an immense area containing several regions within the so called Greater Amazon Region, or Amazonia sensu lattissimo, which includes the areas covered by the Amazon River basin and also the tropical rainforest. Bolivia, Brazil, Colombia, Ecuador, Guyana, Peru, Surinam, Venezuela and French Guyana share the region. It is estimated to have approximately 8 million km$^2$ and 28 million people. More than 60% of the current population lives in urban areas with two cities already over-passing one million people (Belém and Manaus). The Amazon region is one of the largest, most diverse, complex and rich natural domains of the planet. Its area corresponds to 1/20th of the surface of the earth, 2/5th of South America and 3/5th of Brazil and contains 53% of the humid tropical forests remaining in the world, about 15% of the fresh water of the world, but less than 0.5% of people living on earth. Huge abundance of fresh water, thick humid tropical rainforest, and biological and cultural diversity are common features of this enorm-
Biosphere Reserves and UNESCO Chairs constitute two programs of UNESCO with similar missions. Biosphere Reserves are defined as “areas of terrestrial, coastal and marine ecosystems established to promote and demonstrate harmonious and sustainable interactions between biodiversity and socio-economic well being of people, through research, education, monitoring, capacity building and participatory management.” UNESCO Chairs are defined as “think tanks” and “bridge builders” between the academic world, civil society, local communities, research and policy-making, strengthening North-South, South-South, and North-South-South cooperation, creating poles of excellence and innovation at the regional or sub-regional level and reinforcing the dynamism of networks and partnerships.” Those similarities represent enormous potential for generating synergies, strengthening partnerships and promote innovation and actions capable of moving forward the sustainable development agenda in regions of utmost importance for the future of the world such as the Amazon.

The need for promoting initiatives involving Biosphere Reserves and UNESCO Chairs has been emphasized in several international meetings including the International UNESCO Conference on Humid Tropical Ecosystems (Kandi, Sri Lanka, 2006), the III World Congress of Biosphere Reserves (Madrid, 2008), the UNESCO world Conference of the Decade of Education for Sustainable Development (Bonn, 2009), the 21st Meeting of the International MAB Council (Jeju, Korea), and the workshop on Biosphere Reserves and UNESCO Chairs (Urdai-
Кафедра ЮНЕСКО по сотрудничеству Юг-Юг в интересах устойчивого развития была создана при Федеральном Университете Пары в г. Белем, Бразилия в 2006 г. с целью внедрения сотрудничества Юг-Юг для улучшения взаимодействия в предоставлении специализированной информации высокого качества по современному пониманию изменений окружающей среды, возникающим международным проблемам, взаимодействию между человечеством и окружающей средой и его последствиям для жизни человека, а также особым видам взаимодействия, определяемым конкретными действиями. Один из приоритетов Кафедры – установление и развитие партнёрства с 10 биосферными резервами, частично или полностью находящимися в Амазонии: (1) Ману в Перу, (2) Пилон-Лajas и (3) Бени в Боливии, (4) Эл Тупарро в Колумбии, (5) Ясуни, (6) Сумако и (7) Подокарпус-Эл Кондор в Эквадоре, (8) Алто Ориноко-Касискаре, (9) Дельта дел Ориноко в Венесуэле и (10) Амазония Централ в Бразилии. Международные семинары для менеджеров проводились в Джорджтауне (Гвиана, 2006 г.), Белеме (Бразилия, 2007 г.) и Куско (Перу, 2008 г.). Данные семинары были запланированы и проведены Кафедрой со следующими конференцию ЮНЕСКО по влажным тропическим экосистемам (Канди, Шри-Ланка, 2006 г.), Третий Всемирный Конгресс биосферных резерватов (Мадрид, 2008 г.), Всемирную Конференцию ЮНЕСКО по Десятилетию образования для устойчивого развития (Бонн, 2009 г.), 21-ю встречу Международного Совета «Человек и биосфера» (Джейю, Корея), а также семинар по биосферным резервам и Кафедрам ЮНЕСКО (Урдайбайский биосферный резерват, Страна Басков, Испания, 2009 г.).

The UNESCO Chair in South-South Cooperation for Sustainable Development was created at the Federal University of Pará, in Belém, Brazil, in 2006, with the purpose of implementing South-South cooperation in order to improve synergy in the delivery of high-quality scientific information on the current understanding of environmental change, emerging environmental issues, the interactions between humankind and the environment, and their consequences for human well being in line with specific foci identified in concrete activities.

One priority of the Chair is to establish and reinforce partnerships with and between the 10 Biosphere Reserves partially or totally located in the Amazon, which are: (1) Manu in Peru, (2) Pilón-Lajas and (3) Beni in Bolivia, (4) El Tuparro in Colombia, (5) Yasuni, (6) Sumaco and (7) Podocarpus-El Condor in Ecuador, (8) Alto Orinoco-Casiquiare and (9) Delta del Orinoco in Venezuela, and (10) Amazonia Central in Brazil. International workshops with managers, academicians and researchers of those Biosphere Reserves have been held in Georgetown (Guiana, 2006), Belem (Brazil, 2007), and Cusco (Peru, 2008). Those workshops are programmed and coordinated by the Chair and serve several purposes, including: (1) interaction between managers of different reserves, learning experiences from each other and facilitating cooperation activities; (2) involvement of several actors in presentations and discussions of issues affecting the implementation of Biosphere Reserves; (3) involvement of national and international agencies supporting the events; (4) dissemination of the purpose and results of the Biosphere Reserves; (5) formulation and implementation of
joint activities and projects coordinated by the Chair; (6) visits to the Biosphere Reserves. An important result of this type of work was the establishment of the network of the Biosphere Reserves of the Amazon, coordinated by the Chair in Belém through which several joint projects are being implemented, including publications, events, and exchange of information, all related with sustainable development and conservation of biodiversity. Through the UNESCO Chair and within the context of the MAB meeting of Jeju (Korea, 2009), a memorandum of cooperation was signed by the Federal University of Pará (Brazil), the University of Kinshasa (Democratic Republic of Congo) and the MAB Programme of Indonesia to strengthen cooperation in science and higher education and promote working linkages between UNESCO Chairs and Biosphere Reserves in pro of sustainable development of the Humid Tropics.
1. What is the UNESCO Chair/Biosphere Reserve model?

The UNESCO Chair/Biosphere Reserve model is a space for collaboration and dialogue between scientific actors and politicians and Biosphere Reserve managers in order to bring together Science and participatory and adaptive Environmental Management.

The UNESCO Chair who 'works' for and within the Biosphere Reserve provides scientific support to politicians and managers through applied research related to the challenges of the Biosphere Reserve (challenges identified by all the Biosphere Reserve actors), creating knowledge that is multidisciplinary and useful for managers and local communities. The UNESCO Chair also provides training for stakeholders and communications campaigns at all levels.

The UNESCO Chair/Biosphere Reserve model comprises two UNESCO Programmes: the UNITWIN Programme and UNESCO Chairs, from the Education Sector; and the Man and the Biosphere...
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grammy ЮНЕСКО: Программу сотрудничества университетов УНИТВИН и Кафедры ЮНЕСКО – Сектора образования – и Программу «Человек и биосфера» (MAB) Сектора естественных наук. Данное содружество является важным вкладом в Десятилетие образования для устойчивого развития, объявленное ООН.

Биосферные резерваты признаны ЮНЕСКО в качестве объектов, участвующих роль экосистемы и способствующих устойчивому развитию и уважению биоразнообразия.

Кафедры ЮНЕСКО организуют обучение, исследования и обмен между университетами. В большинстве случаев они имеют междисциплинарный характер и имеют следующие главные цели: значимость, предвидение и действенность. Данные ценности важны для понимания мира, в котором стремительно развиваются социальные, экономические и экологические факторы.

2. Достижения пилотных моделей.

В настоящее время активно работают, распространяя модель через Всемирную сеть Биосферных резерватов и особенно региональную сеть IberoMAB, три пилотные модели: Кафедра ЮНЕСКО по устойчивому развитию и экологическому образованию при Университете Страны Басков и Урдайбайском биосферном резервате в Испании; Кафедра ЮНЕСКО по биосферным резерватам, природному и смешанному мировому наследию при Университете международного сотрудничества и Биосферном резервате воды и мира в Коста-Рике; и Кафедра ЮНЕСКО по сотрудничеству Юг-Юг и устойчивому развитию при Федеральном университете Пары в Бразилии.

Первым шагом, предпринятым для продвижения и поддержки данной модели, было заседание во время III Все-

(MAB) Programme of the Natural Sciences Sector. This alliance is an important contribution to the United Nations Decade of Education for Sustainable Development.

The Biophere Reserves (BRs) are sites recognized by UNESCO for the promotion of sustainable development, respecting biodiversity and taking into account ecosystem services.

UNESCO Chairs include training, research, and exchange between universities. In the majority of cases they are interdisciplinary in nature and have the following principal objectives: pertinence, anticipation, and efficacy. These are important values for understanding a world where social, economic, and environmental factors evolve very rapidly.


Actually the three pilot models – the UNESCO Chair on Sustainable Development and Environmental Education of the University of the Basque Country (UPV/EHU)/ Urdaibai Biosphere Reserve, Spain; the UNESCO Chair for Biosphere Reserves and Natural and Mixed World Heritage of the University for the International Cooperation/Water and Peace Biosphere Reserve, Costa Rica; and the UNESCO Chair for South-South Cooperation and Sustainable Development of the Federal University of Pará, Brazil – work actively through the World Network of Biosphere Reserves (WNBR) and especially the IberoMAB Regional Network to disseminate the model.

First step taken to promote and support the model was during the celebration of a side-event: UNESCO Chairs in relation to Biosphere Reserves: bridging science and environmental management in the III World Congress of Biosphere Reserves (Madrid, 2008), where the advantages, challenges and basic conditions and recommendations to imple-
As a result of this event, and during the celebration of the UNESCO World Conference on Education for Sustainable Development in Bonn (2009), an agreement of collaboration was signed among the three UNESCO Chairs and the Hanoi University of Education (Vietnam).

In the last meeting of the three pilots models, International workshop on UNESCO Chairs and Biosphere Reserves: Building bridges between the sciences and environmental managers, which took place at the Urdaibai BR in July 2009, the participants exchanged experiences and identified common research.

The objective of this workshop was to analyze the conclusions and recommendations proposed during the side event in Madrid following the existing model in the Basque Country, present the activities carried out by the representative of Brazil and Costa Rica, identify potential Spanish sites that might wish to participate in this project; and create a roadmap/work plan to reinforce and promote the model.

The results obtained by this workshop were accepted by the participants in the “Urdaibai Declaration”, which contains the most relevant points to emerge from the workshop and is a foundational document for the future development and propagation of this UNESCO Chair/Biosphere Reserve model.
The end of the 20th century and the beginning of the 21st century are characterized by the intensification of the globalization processes in the economical, financial, technical, and scientific and information spheres as well as by modernization of the economic management technologies. In parallel with acceleration of the highly advanced countries development there emerged an increasing gap between different countries and regions development, a significant part of the planet’s population form the underdeveloped countries has reduced to indigence.

Globally in both rich and poor countries human activity is aimed primarily at economical growth and profit taking which lead to excessive and unreasonable exploitation of natural resources. Moldavian economy is still following such a model of development.

In this context participation of Moldova in implementation of the sustainable development concept supported by UN provides favourable opportunities for solution of inner problems. The new approach towards global development in the third Millennium is as follows: “think globally, act locally”. Being a young state located in an unstable region between influence poles of the European states and post-totalitarian regimes Moldova should find proper development di-
сообщества и стран посттоталитарного строя. Р. Молдова должна изыскать собственные направления развития и политические стратегии в области социально-экономических перемен. Устойчивое развитие имеет для Р. Молдова двоякое значение: во-первых, трансформация к устойчивому развитию связана с переходом к правовому государству, основанном на рыночной экономике и демократическом гражданском обществе; во-вторых, необходимость перехода к устойчивому развитию связана с глобальным истощением природных ресурсов и загрязнением окружающей среды различными отходами, пагубно влияющими на здоровье людей.

За 10-летний переходный период от тоталитарного строя к рыночной экономике ВВП Р. Молдова резко сократился и составил в 1999 г. лишь 34% от уровня 1990 г.

В 2000 г. процесс спада приостановился и даже отметил небольшой рост ВВП (2,1%) от уровня предыдущего года. В 2001 г. рост ВВП составил уже 6,1% по сравнению с 2,1% в 2000 г., при этом 75% ВВП сформировался за счет частного сектора.

Несмотря на определенный рост ВВП и устойчивый рост частного капитала, эффективность и конкурентоспособность экономики Молдовы нельзя считать удовлетворительной. Внешние и внутренние долги превышают общий объем ВВП, являясь тяжелым бременем не только для нынешних, но и для будущих поколений.

Повреждению остается острой в Р. Молдова проблема бедности, являющаяся результатом многих внутренних и внешних факторов. Особенно сильно страдает экономика от отсутствия собственных энергоресурсов и увеличения цен на них до уровня международных, а также от процесса дестабилизации и

For the purpose of economical development and competitive recovery on the
сепаратизма, вызванных дислокацией 14 российской армии в Приднестровском регионе, а также от ряда природных катаклизмов (паводковые наводнения в 1992, 1994 гг. и засуха 2000 г.), которые все вместе привели к более чем 50%-ному снижению ВВП.

В целях экономического роста и повышения конкурентоспособности продукции на международных рынках, Р. Молдова должна максимально использовать позитивные ценности глобализации, в частности, вступление в Международную Торговую Организацию, Пакт Стабильности в Юго-Восточной Европе, ассоциативное членство в НАТО и др.

Для быстрого и устойчивого развития экономики, повышения жизненного уровня населения страны до уровня жизни Европейских стран в декабре 2000 г. Координационный Совет Международного Банка Реконструкции и Развития и Международного Валютного Фонда одобрил разработанную правительством Р. Молдова стратегию борьбы с бедностью, которая предусматривает достижение трех основных целей: всёохватывающее экономически устойчивое развитие, предоставляющее широкую возможность для трудоустройства населения и сокращение безработицы; высокое человеческое развитие основанное на широком доступе к основным социальным услугам (в первую очередь качественному медицинскому обслуживанию и всеобщему образованию); социальная защита малоимущих слоев населения. Программа борьбы с бедностью основывается также на справедливом распределении доходов экономического роста между всеми слоями населения. В рамках этой проблемы финансируются минигранты на сумму до 75 000 долларов на строительство и реконструкцию в сельской местности школ, детских учреждений.

international markets Moldova should make the best use of positive values of globalization, in particular accession to the World Trade Organization, Pact on Stability in South Eastern Europe, NATO associate membership, etc.

In order to come up with living standards of the European countries, and sustainable development of the economy in December 2000 a Coordination Board of EBRD and International Monetary Fund approved Poverty Reduction Strategy designed by the government of Moldova.

The Strategy implies achievement of three main goals:

1) comprehensive economically sustainable development that secures employment assistance and reduction of unemployment;

2) human development based on wide access to basic social services (qualitative health care and comprehensive education);

3) social protection of the low-income citizens. Poverty reduction program based also on the fair-minded distribution of the economical growth revenues among all population layers. As a part of the program mini-grants up to 75 000 US dollars are allocated for the purposes of construction and reconstruction of schools and children’s institutions in the countryside.

In November 2001, a project of the national “Program-21” has been approved. As a coordinator of the program PUND Agency in Moldova together with non-governmental agencies developed local programs of sustainable development in Edinets, Baelts, Kahul’, Ungen’ and Soroka counties. Implementation of the national and local sustainable development programs and a plan of particular actions aimed at environment protection imply achievement of the following goals:
В ноябре 2001 г. был одобрен Проект Национальной «Программы-21», внедрение которого координировалось Агентством PNUD в Молдове при непосредственном участии неправительственных организаций были разработаны местные программы по устойчивому развитию в уездах Единец, Бэлць, Кахул, Унгень, Сорока. Внедрение национальных и местных программ по устойчивому развитию и план конкретных действий по охране окружающей среды предполагают достижение следующих целей: предотвращение или уменьшение пагубного влияния экономической деятельности на окружающую среду, природные ресурсы и здравоохранение в контексте устойчивого развития страны; обеспечение экологической безопасности страны; укрепление и гармонизация национального законотворчества в области окружающей среды с таковой в странах Европейского Союза.

Для достижения указанных целей предстоит решать следующие задачи: восстановление и поддержание качества окружающей среды, прекращение деградации его компонентов; обеспечение устойчивой эксплуатации природных ресурсов, предотвращение расточительства и воспитания новой культуры и использования материальных ценностей, в потреблении и образе жизни; внедрение менеджмента окружающей среды на предприятиях и экологическая сертификация продукции; усиление борьбы с браконьерством, незаконной вырубкой лесов, восстановление лесного фонда, охотничьих и рыболовных ресурсов; усиление международного сотрудничества в данной области путем внедрения соответствующих договоров и заключения новых двусторонних и многосторонних соглашений с международными финансовыми учреждениями и донорами.

– prevention or reduction of the economical blast over the environment, natural resources and public health in the context of sustainable development of the country;
– providing ecological safety of the country;
– strengthening and harmonization of the national environmental legislation on the model of the European countries.

Achievement of the mentioned above goals suggests addressing the following problems:
– restoration and preservation of the environment, prevention of retrogression of its’ components;
– securing sustainable use of the natural resources, prevention of wastry and establishment of a new environment of material assets use;
– implementation of the environmental management and ecological certification of the products;
– prevention of poaching and illegal logging, restoration of the forest, fishing and hunting resources;
– enhancement of the international cooperation in the sphere by way of implementation of the suitable agreements and conclusion of new bilateral and multilateral contracts with the international financial institutions and donators.
Итоговый документ круглого стола: «РЕШЕНИЕ ЭКОЛОГИЧЕСКИХ ПРОБЛЕМ В ИНТЕРЕСАХ УСТОЙЧИВОГО РАЗВИТИЯ И ДЕЯТЕЛЬНОСТЬ КАФЕДР ЮНЕСКО»

Resulting Document of the Round Table on “SOLUTIONS OF ENVIRONMENTAL PROBLEMS FOR SUSTAINABLE DEVELOPMENT; UNESCO CHAIRS’ ACTIVITY”

18 сентября 2009 г. состоялось заседание круглого стола «Решение экологических проблем в интересах устойчивого развития и деятельность кафедр ЮНЕСКО». В его работе приняли участие представители кафедр ЮНЕСКО по вопросам экологических аспектов природопользования и экологического образования стран – участниц Конгресса кафедр ЮНЕСКО по устойчивому развитию.

Обсудив выступления по вопросам экологических аспектов природопользования, государственного управления в области охраны окружающей среды и обеспечения экологической безопасности, деятельности кафедр ЮНЕСКО в экологизации образования участники отметили, что сохранение природных систем и улучшение качества окружающей среды неразрывно связано с социальным благополучием общества и устойчивым развитием. Эффективное решение экологических проблем возможно только на основе комплексного подхода в рамках всей экономической системы.

Главным основанием экологического образования является право человека на благоприятную среду жизни. Экологическое образование необходимо для формирования подлинного человеческого отношения к природе, определения допустимой меры ее преобразования и нормативов поведения, при которых возможно дальнейшее существование и развитие человека. В современных условиях особое внимание
social attention should be paid to highlighting the relation between ecological education and public health and life quality, geographic and climatic conditions of regions. In this regard, the activity of UNESCO Chairs is especially important.

The participants emphasize:
- The growth in the consumption of natural resources leads to negative changes in the quality of environment. The key problems that determine the aggravation of ecological situation are: the shortcomings in the environmental policies; legal loopholes in the field of environment protection and sound natural resources management; lack of a technique for the integrated assessment of damage to the environment caused as a result of industrial development; application of inadequate technologies for environmental rehabilitation.
- The low level of available information on natural and man-induced dynamics of natural ecosystems against the background of the global climate change, particularly with regard to the role of marsh ecosystems in supporting the ecological equilibrium as a basis for sustainable development of one of the marshiest regions on the planet.
- Insufficient development of partnerships between research centers and UNESCO Chairs dealing with environmental dynamics and global climate change.
- The need to improve training and retraining of environmental policies personnel, to disseminate the experience of UNESCO and other international organizations dealing with ecology and nature management.

Based on the discussion of reports and presentations the round table participants have developed the following recommendations which we propose to include into the resolution of the Congress of UNESCO Chairs:
– Promote the development of scientifically grounded criteria of sustainable regional development in the conditions of growing man-caused impacts.

– Use international field stations to organize long-term biospheric functions of marsh ecosystems.

– Recommend to create a coordination center of the international network of UNESCO Chairs and research centers dealing with environmental dynamics and global climate change to be based at the UNESCO Chair of the Ugra State University.

– Facilitate the expansion and deepening of the activities of biosphere reserves and specially protected natural areas of various levels, research and monitoring of global changes with the use of state-of-the-art equipment and information technologies, step up the activity of biosphere reserves and specially protected natural areas as training centers providing ecological education for sustainable development.

– Support the development of educational programs in the field of ecology and environment protection at UNESCO Chairs, improvement of education quality and academic level of teachers, young scientists and students by creating conditions for conducting field studies and involving them in research projects; provide international internships and opportunities to study abroad.

– It is recommended that UNESCO Chairs promote qualification improvement in the field of environment protection and ecological safety for decision makers in charge of economic or other activities that have, or may have, a negative impact on the environment (regional and local authorities, lawmakers, CEOs of industrial enterprises and commercial entities).
Секция «Образование»

Section “Education”
THE ROLE OF MULTILINGUALISM IN PROVIDING SUSTAINABLE DEVELOPMENT OF SOCIETY IN THE 21ST CENTURY

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As it is known, the concept of sustainable development of society devotes special attention to interdependence of the environment, economy, society and cultural diversity at all levels, from the local to the global, taking into consideration the past, the present and the future (the Bonn Declaration, the World UNESCO Conference on Education for Sustainable Development, 2009). Cultural diversity also implies linguistic diversity (multilingualism). The roots of the issues of multilingualism are in the ancient world. Ancient bilingual and trilingual writings containing identical texts are well known. The inscriptions on the famous Rosetta stone helped Champollion to decode the Egyptian hieroglyphs.

Nowadays, cultural diversity and multilingualism are a reality. “In the world which is becoming more diverse and fragile we need to communicate beyond ethnic, religious, language, and national separating lines in order to provide social unity and avoid conflicts. This can be achieved only through multicultural dialogue which, being a continuous process, is a step on the way to create a new social and cultural model adapted to the quickly changing world” (T. Devis – “The White Book” on Multicultural Dialogue // The Council of Europe, 2009, 1).
In order for a dialogue to be successful, the involved parties need to be in the same communicative and cognitive space. Conceptual visions of the world of two or three cultures do not match. The process of categorization and conceptualization is different. Language is the only instrument that provides a dialogue’s success. On the other hand, language often becomes a barrier for a dialogue in a multicultural society. The multicultural approach recognizes the value of languages used by minorities but at the same time considers as being important for minorities to have a command of the language that prevails in the country, so they could act like full citizens. This approach correlates with the European Charter of regional languages and languages of minorities which stresses the value of multilingualism and insists that protection of languages of minorities in individual countries should not undermine official languages (“The White Book”, p. 32).

In this report the influence of multilingualism on sustainable development is looked upon from different perspectives: social, economic, multicultural, and linguistic.

First of all, from the social perspective, multilingualism should help to meet the greatest challenges of today’s society, such as: how to manage “the culture of diversity”; how multilingualism helps to destroy stereotypes about “others” and develop openness to “the otherness”, promotes trust, tolerance and helps avoiding conflicts; how multilingualism influences a person’s cognitive development, how it influences a person’s enrichment by new knowledge; and how the problem of self-identification can be solved in the conditions of cultural diversity. “Science provided us with the best knowledge about the climate change and...
life support system of Earth... Social sciences gave us ideas about ethical, cultural, cognitive and emotional aspects of human development and presented sociology of change. Now we need to use this knowledge in practice. It is especially important for reinforcing and widening the results of the Decade of Education for Sustainable Development (DESD) during the next five years and providing long-term implementation of Education for Sustainable Development (ESD)” (The Bonn Declaration, 2009).

In the aspect of the economic development of society, multilingualism helps providing more effective functioning of economy.

The companies that develop and implement multilanguage strategies and repertories have an advantage providing a bigger success (a direct access to the information about a country's economic situation, an access to lower prices, a more accurate evaluation of the financial and economic situation in the world, a more effective communication during business talks, signing contracts and making decisions, and a higher rating of the company).

In connection to this, there are questions about the indicators measuring the influence of multilanguage repertoires on economic success of companies; also, how to raise employers' motivation for development and implementation of such repertories; about the shortcomings of multilanguage strategies adopted in Russian companies; and how to raise employees' motivation to learn several languages.

An analysis of multilingualism’s influence on society in terms of intercultural communication shows a need for preparation of a new generation of specialists able to participate in a successful intercultural dialogue. With this end in view,
A system of intercultural competencies has been worked out at the Moscow State University of Linguistics, under Ms. I.I. Khaleeva’s supervision. Together with Swiss colleagues in the framework of the Dilon Project they are elaborating an innovative type of integrated multilanguage and multicultural (m/m) competencies. There is a transition going on from the model of multilanguage competency based on added knowledge to a model based on integrated knowledge of two and more languages and cultures. It is necessary to determine which level of m/m competencies will be enough for including them in multilanguage repertoires in order to provide communication in different cultural situations and contexts. For society it is important that the new model of (m/m) competencies influences the development of linguistic policy.

Thus, the main tasks for modern linguists dealing with the problems of multilingualism include finding out how multilanguage repertory can be used for solving difficult problems in society's economic and social life. At the same time it is necessary to stress the study of cognitive and pragmatic aspects of multilingualism. It seems important to study cultural models in the framework of cognitive anthropology which main goal is determining the principles of organization of knowledge about culture in people’s cognitive system and determining the degree of their universality. Cultural models are schemes reflecting a system of interconnected ideas in a certain sector of the conceptual view of the world and shared by all people belonging to this culture or subculture and influencing their behaviour. The knowledge of these models helps to penetrate deeper to another culture. It seems to be especially important to study the part of
the pragmatic component of the multilanguage competency that bears information about the limitations of a sign's use depending on the main parameters of the wide pragmatic context such as status characteristics of the participants of communication, their age, ethnicity, gender, etc. In other words, the pragmatic component of the multilanguage competency is a certain pragmatic code directly connected with the personality of the speaker.

Universities play an important role in the development of cultural diversity management by developing educational programmes and as a place where multilinguism and multiculturalism develop in practice. Universities, linguistic universities in particular, possess a large potential in the preparation of specialists with a multilanguage repertory. One of the examples of innovative approaches to education in this field is The Institute of the Languages of the CIS Countries founded at MSUL as a part of the National Project “Education”, as well as other international educational projects in the framework of European Projects “Tempus” and “Erasmus Mundus” and the UNESCO Chair of Intercultural Dialogue and Social Interaction at the MSUL. The Chair is planning to implement the project “Policy of multilingualism in the interests of sustainable development of regions (intercultural and inter-confessional dialogue in the CIS)”. The goal of the project is creating a network of cooperating institutions of higher learning of the CIS countries through the Agenda-21 Resource and Methodology Centre that provides keeping and processing of knowledge and exchange of innovative ideas of supporting multilingualism in the interests of sustainable development of the CIS countries. As a result of the project’s activities, the Agenda-
21 Centre will start working in order to create: 1) a portal of the languages of the CIS countries; 2) a database on language education in the interests of sustainable development of the CIS countries (mass media publications about language policies in the CIS countries, scientific articles on intercultural communication, multilingualism and sustainable development); 3) teaching materials for teaching Georgian, Armenian, Azeri, Kazakh, Kyrgyz, Tajik, and Ukrainian languages; 4) libraries containing materials on the problems of sustainable development.

Thus, multilingualism and cultural diversity, being among the main components of ESD, should become a foundation for a change in educational programmes and preparation of specialists for solving the problems of sustainability.
EDUCATION FOR PERSONALITY AND SOCIETY: SUSTAINABLE DEVELOPMENT, ITS PROBLEMS AND STRATEGIES

S. Goncharov, Vice Rector of Herzen State Pedagogical University of Russia, Coordinator of the UNESCO Chair in Sciences of Education,

Education and society are inseparable. As it is known, the problems facing the society inevitably influence the state of education. And in turn, education responds to the challenges with a constructive influence on the development of various tendencies in the society. In this regard the traditional ties of education and science, different spheres of social practice and economy are seen differently. The problems of education should become the focus of attention for academic and political communities. It has become a pressing necessity to rethink the vision of education and its philosophical foundations.

In our opinion, the paradigm of sustainable public development should be based on the full-fledged theory of personality development which was subjected to distortion in the market-oriented society. In the structure of individual which consists of moral, spiritual, mental, and physical subsystems the leading role of moral and spiritual parts of the individual has been downgraded. This has negatively influenced the formation of educational policy at all levels. The educational policy lost its basic principle – to assert the leading function of
теории развития личности, которая подверглась искажению в угоду рыночным моделям функционирования общества. В структуре личности, включающей духовно-нравственную, ментальную и физическую подсистемы, была принижена ведущая роль ее ценностной духовно-нравственной составляющей. Это оказалось негативное влияние на формирование образовательной политики всех уровней, так как она лишилась своего основополагающего принципа — утверждения опережающей функции образования в развитии личности и общества, в основе которой лежат духовно-нравственные ценности и идеалы.

Мы рассматриваем деятельность кафедр ЮНЕСКО по проблемам образования как ответ на вызовы времени и смену парадигмы общественного развития, в которой устойчивость определяется приоритетом духовно-нравственного развития личности. По иному в связи с этим должен рассматриваться и статус педагога, учителя.

Кафедры ЮНЕСКО по проблемам образования могут выступить как международные центры институализации этих стратегий устойчивого развития в структуре университетов: осуществляя интеграцию и консолидацию усилий ученых, педагогов, государственных и гражданских институтов в формировании национальной образовательной политики как действенного инструмента утверждения общечеловеческих ценностей, инструмента формирования духовно стойкой личности и здорового нравственного климата общества.

Один из перспективных направлений взаимодействия кафедр ЮНЕСКО по проблемам образования в решении антикризисных задач общественного развития, налаживании межкультурного диалога, проведении междисциплинарных исследований и гуманитарной education based on moral and spiritual values and ideals in the development of person and society.

We consider the activity of UNESCO Chairs on Education as the answer to both the challenges of time and the change of public development paradigm where the sustainability is defined by the priority of moral and spiritual development of the individual. In this regard the status of a teacher should be looked at differently. Only high moral and spiritual qualities of a teacher, an advisor, or a mentor can serve as an example for a young man.

UNESCO Chairs on Education can position themselves as international centers for institionalization of all strategies for sustainable development in the structure of universities. They will bring about the integration and consolidation of efforts of scholars, teachers, state and civil institutes in order to form national educational policy as an effective tool to assert human values and to form a spiritually grounded individual and a solid moral climate in society.

Different forms of network partnership have become some of the prospective directions of UNESCO Chairs on Education interaction in solving the anti-crisis tasks of public development, establishing intercultural dialog, conducting interdisciplinary research and humanitarian expertise of education role in sustainable development at national, regional and international levels.

Strengthening of international component in the development of separate elements of national and regional education systems doesn’t mean the loss of their originality. What we are saying, is that in the process of intercultural network cooperation we see a formation of a new international educational sphere originates where within the framework
of more effective methods it becomes possible to realize the national interests of its participants and to create a joint search of problem solving which is vitally important to the human civilization as a whole.

Today, the achievement of the formulated goals is more linked with the organization of joint affiliate programs, including research programs, than with pedagogical borrowings. Hence, solving the general problems by implementing international research programs, where the specialists representing different cultures take part, becomes the main content of the notion “intercultural network cooperation” in the sphere of education. In the modern communications the networks present themselves not only as a translator, but also as a catalyst for these general social problems. In this aspect they themselves become subjects of planetary actions forming a new quality of cultural and educational environment. It is necessary to conduct a further research into network opportunities as an educational resource of the activity of UNESCO Chairs in pursuit of sustainable development.
DIAGNOSIS OF NATIONAL LANGUAGES AS A BASIS FOR SUSTAINABLE DEVELOPMENT OF MULTIETHNIC SOCIETY (AT THE EXAMPLE OF THE REPUBLIC OF BASHKORTOSTAN)

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The system of national education based on the principle of multiculturalism and equal communication is a cementing mechanism for the national unity. It's been noted in various sources of information that the number of languages in Bashkortostan is less than in Daghestan with its highland dialects and languages. Today in the schools of the republic students can study in six languages (Bashkir, Russian, Tatar, Chuvash, Mari, and Udmurt); eight native languages can be learned as separate school subjects (Mordovian, German, Ukrainian, Belarusian, Jewish, Latvian, Polish, and Armenian). Out of more than 3000 secondary schools, in 1400 instruction is provided in a native language. There are also ethnic schools: Bashkir, Tatar, Chuvash, Mari, and Udmurt. Every year, in various All-Russia forums, contests and festivals, students of the republic's schools get a high opinion of their performance. The number of national schools is now 1.7 times as many as fifteen years ago, and the number of learned languages – 2 times. For example, out of the twelve schools where Ukrainian is learned in
школ выросло в 1,7 раза, а число изу-чаемых языков – в 2 раза. В частности, из имеющихся в Российской Федерации 12 школ с изучением украинского языка 7 находится в Башкортостане.

Ребенок любой национальности, проживающий в Башкортостане, имеет возможность изучать свой родной язык, культуру, обычаи и традиции. В республике есть уникальнейший пример. В одну из школ Архангельского района республики ежегодно приглашается учитель из Латвии для преподавания родного языка. По заключению ученых Латвии и Удмуртии, проводивших в разные годы этнографические экспедиции в районах Башкортостана, башкирские латыши и башкирские удмурты сумели сохранить свой язык в более чистом виде, чем на исторической родине. Аналогичные отзывы прозвучали и от представителей немецких делегаций после посещения немецких школ в Благоварском районе.

Сегодня в республике проводятся многочисленные праздники национальных культур и национальных языков. Поиск оптимальных путей развития многонациональной общности народов требует серьезных усилий, и немаловажную роль в решении данных вопросов играет Министерство образования Республики Башкортостан, комплексно решающее следующие задачи:

• разработка нормативно-правовой базы национального образования;
• создание условий для осуществления обучения и воспитания на родном языке, изучения государственных языков;
• выявление и развитие способных и талантливых учащихся;
• обновление содержания образования национальной школы;
• контроль за преподаванием родных и государственных языков;

the Russian Federation, seven are situated in Bashkortostan.

A child of any nationality living in Bashkortostan has an opportunity to learn his or her native language, culture, customs and traditions. There is a unique example in the republic. Every year one of the schools of the Arkhangelsk District of the republic invites a teacher from Latvia to teach Latvian. According to the judgment of scholars from Latvia and Udmurtia who have participated in ethnological expeditions in Bashkortostan in various years, the Latvians and the Udmurts of Bashkortostan could preserve their language in a purer form than in their historical motherland. Similar observations have been made by representatives of German delegations visiting German schools in the Blagovar District.

Today numerous festivals of national cultures and national languages are held in the republic. A search for optimal ways of developing the multiethnic unity of ethnic groups demands a serious effort and the Ministry of Education of the Republic of Bashkortostan plays an important role in solving these problems and accomplishing the following tasks:

• Developing regulatory and legal framework for national education;
• Creating conditions for education in a native language and a study of the official languages;
• Finding and assisting gifted and talented students;
• Updating the content of education in the national school;
• Supervising the teaching of native and official languages;
• Modernization of the management of the national school;
• Organization of learning of the native language for Bashkir students living outside Bashkortostan.
Annual Olympiads in Bashkir, Tatar, Chuvash, Mari, and Udmurt languages play a significant role in finding talented and gifted children. Students of national schools of the republic actively participate in interregional Olympiads held in Chuvashia, Mari El, Udmurtia, and the Republic of Tatarstan.

Patriotism is not just love for the land where you were born and grew up and the knowledge of the culture of your people, but also allegiance and respect for the native language that opens for each man a door to the world of knowledge and the multidimensional space of interpersonal communication. The traditional contest of essays coincided with the Day of the Republic helps to express one’s feelings for the native land, home, the nearest and dearest.

Forming wide linguistic abilities and a command of the official languages (Russian and Bashkir), as well as native and foreign languages is becoming today a basis for success for the working population, scientists, and the business elite. The situation requires from each educational institution, from kindergarten to higher professional institutions, searching for own models of further effective development. It’s not enough anymore to form a system of humanitarian, scientific and mathematical knowledge, it’s important to educate children in all richness of positive relations and expressions following the principle: from ethnic – to universal. Approaches to this issue are described in the Concept of National Education and Principles of the Study of Native Languages in the Republic of Bashkortostan and the Programme “Moral Upbringing of the Younger Generation”. A modern person should be multiethnic, multicultural, know native, foreign and official languages, the history and culture of his/her people and the
от этнического – к общечеловеческому. Подходы к этому вопросу подробно отражены в Концепции национального образования и принципов изучения родных языков в Республике Башкортостан и программе «Духовно-нравственное воспитание подрастающего поколения». Знать родной, иностранный, государственный языки, историю и культуру своего народа и народов мира, уметь ориентироваться в сетях всемирной «паутины» Интернет – таким должен быть современный человек: многоязычный, многоэтничный, многокультурный.

Как подчеркивает М. Ямалов, «многонациональность, многоязычие рассматриваются как важное достоинство республики. Это богатство каждого народа и человека, воплощение многовековой мудрости людей, сохраняющих заветы, обычаи и духовное наследие предков… Интернационализм, разноязычие – обычное явление» (1). Изучение языков и культур обогащает человека, способствует улучшению памяти, развитию логического мышления, коммуникативных навыков, расширению словарного запаса и т.д. Веками живут рядом многонациональные народы республики, и знание языка доброго соседа – знак высокого уважения прежде всего к себе, к традициям и обычаям своего народа и других народов, залог сохранения межнационального мира и согласия.


peoples of the world, and be able to find information in the Internet.

As M. Yamalov notes, “multiethnicity and multilingualism are viewed as an important accomplishment of the republic. This is a richness of each people and each human being, an emanation of the centuries old wisdom of people preserving traditions and moral heritage of the past generations...Internationalism and multilingualism are usual phenomena” (1). The study of languages and culture enriches a person, improves memory, logic and communicative qualities, broadens vocabulary, etc. For many centuries different ethnic groups of the republic have lived side by side, and the knowledge of the language of your good neighbour is a sign of a high respect for yourselves and the customs and traditions of your people and other peoples which is a condition of preserving interethnic peace and agreement.


Опыт Москвы базируется на комплексном понимании содержания понятия «образование для устойчивого развития», в основе которого лежит междисциплинарный подход, позволяющий учесть многообразие факторов, определяющих потребности современного этапа развития общества, экономики, окружающей среды и человека. Взят курс на формирование в опережающем режиме принципиальных по-
include the country’s education resources, educational infrastructure, management strategies, ethnic and migration situation, labor market requirements, social evaluation of those factors etc.

The “education for all” pattern implies regular communications with academic community, NGOs, and business structures. A responsiveness to international approaches and practices, a constant reviewing own efforts against the global education process trends, or international cooperation and exchange of experience are all a precondition.

To provide high-quality and sustainable education in line with international standards a comprehensive system of teaching and administrative staff training is required. It is a training of a new type teacher – ready to make a responsible decision and able to implement a productive education pattern oriented at participation in the modern global education process – that was one of the goals when the Chair of International Education was established at the Moscow Institute of Open Education in 1999. The results achieved by the Chair brought it recognition and permitted to join in April 2009 the family of chairs working under the UNESCO auspices.

It is 10 years since advanced training and retraining courses for teachers and administrators from Moscow education institutions which carry out international and poli-cultural projects, has been the top priority in the Chair’s activities. In the meanwhile the work has its own particular nature that is orientation at school education and, more specifically, at integration and adaptation of migrants’ children by means of education.

Being a big business, cultural and information centre and the capital of Russia, Moscow has traditionally attracted great migration flows. A growing num-
The number of migrants have a significant impact on the ethnic composition of the city, including that of its schools. The migration inflow is formed primarily by foreign labor migrants. Children from these families have bad command of the state Russian language, many of them not knowing it at all. They lack some background knowledge on Russian legislation, culture, history, traditions and norms of everyday behavior that is pivotal for socialization. Due to this, promotion of high-quality and sustainable education is seriously complicated without special adaptation and integration programs in place.

The activity of the UNESCO Chair in integration of migrants’ children in school proceed from understanding that a comprehensive approach to work with foreign migrants’ families, both children- and adult-wise, is required. This work should facilitate their inclusion into the social and cultural environment of the city, development of their law-abiding attitude and respect to the traditions of Russia and its capital. So, teaching both the youth and children of the receiving country and the “new Muscovites” the culture of international communication and tolerant behavior is one of the top priorities as well.

Within the framework of ESD, the curricula should vastly include elements of civic education, whose crucial aim is to help an individual adapt to new civil relations through acquiring new knowledge, learning to advocate their own interests, respect the rights and interests of other people and fulfill poli-cultural ground rules. Developing the growing generation in the spirit of international understanding, peace and conciliation lays the basis of all syllabi of UNESCO Chair of Moscow Institute of Open Education. They include: International Edu-
молодежи принимающей стороны, так и «новых москвичей» в культуре межнародного общения и толерантного поведения.

Содержание образования в целях устойчивого развития предполагает широкое включение элементов гражданского образования, главная цель которого — помощь личности адаптироваться через получение новых знаний к новым общественным отношениям, научиться представлять и защищать свои интересы, уважать права и интересы других людей, принципы поликультурности. Воспитание подрастающего поколения в духе межнационального взаимопонимания, мира и согласия предусматривают все учебные программы кафедры ЮНЕСКО МИОО. К ним, в частности, относятся: международное образование и программы ЮНЕСКО в московской школе; научно-методические основы преподавания предмета «История и культура религий мира» для старшеклассников; музеиную, театральную и туристическую деятельность в этнокультурном образовании; теория и методика обучения русскому языку как иностранному (в школе); народоведение и межкультурная коммуникация.

Москва накопила значительный опыт в сфере поликультурного обучения. Интересен опыт учреждений с этнокультурным (национальным) компонентом образования — в Москве их более 50 и еще 130 реализуют различные программы этнокультурного компонента. Реализуется модель одногодичных «Школ русского языка». После года языковой и социально-культурной адаптации ребенок может продолжить, по выбору родителей, обучение по месту жительства. Создан Учебный центр социально-культурной адаптации для взрослых мигрантов на базе Центра «Этносфера».

In this context, the UNESCO Chair of Moscow Institute of Open Education carries out an important mission of scientific and methods guidance and support to innovative city experimental grounds and international education projects. The know-how can be seen in a striking number of scientific publications and training development papers including innovative tutorials and textbooks. The many-years work is summarized in such books put out in 2008 as Integration of Migrants’ Children by Means of Education: Moscow Experience; Ethnic Processes and International Relations; Moscow School and UNESCO.

A major event held by the Chair was the International Seminar Migration and Education: Moscow School Practice
Кафедра ЮНЕСКО МИОО выполняет в данном контексте важную миссию по научно-методическому обеспечению деятельности инновационных городских экспериментальных площадок и международных образовательных проектов. Накопленный опыт подтверждается значительным количеством научных публикаций и учебно-методических разработок, включая инновационные программы и учебные пособия. Многолетнюю работу обобщают изданные в 2008 году книги «Интеграция мигрантов средствами образования: опыт Москвы», «Этнические процессы и межнациональные отношения», «Московская школа и ЮНЕСКО».

Крупной акцией кафедры стал Международный семинар «Миграция и образование: практика московской школы и международные подходы» (Москва, июль 2009 г.). Тематика семинара вызвала интерес представителей академических кругов ведущих научных центров, в том числе кафедр ЮНЕСКО, из Москвы, регионов РФ и зарубежных стран. Соорганизаторами и участниками мероприятия стали постоянные партнеры кафедры – Бюро ЮНЕСКО в Москве, Представительство Верховного Комиссара ООН по делам беженцев в РФ, Информационный центр Совета Европы в России, Международная организация по миграции. Итогом данной акции стала договоренность его участников о постоянном взаимодействии и создание сети партнерского сотрудничества в области интеграции мигрантов средствами образования.
At the beginning of the 21st century the problem of the quality of higher education in the interests of sustainable development is becoming more acute. This problem is getting more attention because of the progressing reforms in education connected with the creation of the common education space and the process of globalization in all fields including education. In the conditions of practical global modernization of education in the world, it is important to determine historical approaches to the analysis of the effectiveness of educational processes in higher education in our country and abroad, first of all, at Western European universities, in order to take a reasonable approach to borrowing any positive experience for the Russian system of education.

One of the most important instruments regulating sustainable development of European education is evaluation of the effectiveness of educational processes. That is why it seems necessary to analyze the tendencies in the evaluation of the quality of university education, its compliance with the demands of the labour market in the conditions of dynamic development of society, as well as the issues of the optimal ratio of public and professional evaluations of the quality of education. It ought...
to be noted that in spite of the fact that the interest in the Western European educational experience is on the rise and that this experience is an important factor in forming positions determining the development of modernization of education in our country, an analysis of the educational processes at Western European universities has been made only for certain aspects of the problem. A historical aspect of the problem of evaluation of the effectiveness of educational processes in the light of social and regulatory changes hasn’t been given enough attention.

It’s known that the system of education of any given country has its particularities and forms over a long period of time under an influence of many factors including demands of the labour market, level of teachers’ professionalism, society’s demand in an academic elite, etc. We need to stress here that many components of the system of university education, because of its conservative nature, reflect the demands of “yesterday” and are preserved as traditions and as “nostalgia” of the past. That is why the research mentioned above is relevant; a system of university education cannot be viewed only as a given reality but studied from the historical perspective with an analysis of the conditions and factors determining its state at the turn of the 20th and 21st centuries. Only in this case we can objectively evaluate the current level of its development and find out what indeed can be useful for our higher education and what is significant and of any interest only retrospectively.
One of the ways of solving the modern problems of the European system of higher education is the work conducted by international organizations at universities in Western Europe which promotes coordination of the educational process and improves its quality. Research results show that the experience of decades of work approved by all state-members of the UN and UNESCO – the mechanism of multilateral inter-college cooperation – is today an effective form of cooperation in the field of evaluation of the quality of education especially taking into account the developing processes of globalization. But at the moment these questions have not been fully answered in the existing body of research.

Thus, the situation today is favourable for creating an international centre for evaluation of the quality of education. This body could make an analysis of the effectiveness of university education and possibilities for its extrapolation on the Russian system of education, introduce different forms of external evaluation of the quality of education, implement UNESCO programmes in higher education, and attract attention to the issue of prestige of Russian institutions of higher learning.
The change of the values appreciation and the moral principles occurs in contemporary circumstances of multinational and multiconfessional cultural dialog. The modern culture is too far from the ideals of sustainable development. The acquiring of the cultural heritage based on the humane principles facilitates to comprehend the knowledge of different cultures integration, as well as to ensure its succession.

With the purpose of preserving the cultural heritage, developing the different forms of cultural diversity and enhancing the quality of education for all the UNESCO Chair “Linguistic Education as a Means of Preserving Cultural Heritage” was established in Pushkin State Russian Language Institute in 2007 within the international UNITWIN/UNESCO frame of Chair programme.

In May, 2009, the International scientifically-practical conference “Slavic Culture: Origins, Traditions, Interaction. The Cyril and Methodius Readings” (“Kirillo-Mefodievskije Chteniya”) was held by the Pushkin State Russian Language Institute with the assistance of the UNESCO Chair. More than 300 researchers from Russia and 20 countries of near and far abroad took part in this event. The conference was devoted to actual problems of modern philology, studying
of heritage of classical and modern literature, languages and literary teaching methodology at school. Cultural issues, interrelations of Slavic culture with cultures of the East and the West were also discussed. All the papers were divided into five thematic sections and circular tables.

The last conference became an original platform for exchange of the results of various research experiments. The fact that “The Cyril and Methodius Readings” were held already for the tenth time indicates urgency of discussed problems and steadfast attention to them from the international scientific community.

Holding of the conference is aimed at strengthening the role of philological education in Russia and abroad, extension of scientific and pedagogical associations’ activity within the bounds of the Slavic cultural and lingual environment. The conference promotes acquaintance with cultural heritage, owing to consolidation of Russian and foreign experts who study linguistic, literary, historical and philosophical bases of Slavic culture and the features of intercultural dialogue.

The unique conception of the conference as a scientific school had been formed in the long-term course of holding of “The Cyril and Methodius Readings”. The essence of it is in spreading of subject matters of the conference among philologically focused students and schoolchildren. The preliminary year-round work on training them in doing and presenting scientific papers is conducted. As a result, the new type of scientific cooperation had been formed. Eminent scientists train young researchers in scientific activity of young researchers and study important scientific issues in collaboration with them. This training, forming scientific environ-
ment singles “The Cyril and Methodius Readings” out from number of other scientific conferences held at the A.S. Pushkin State Russian Language Institute.

“The School Academy” project provides interaction of schoolchildren and students in preparing for the conference. It is supported by the Government of Moscow, the “Intercollegiate Association of Young Historians and Philologists” Research Fund (MAMIF) and the Students’ Scientific Society of the Institute.

In conclusion we would like to draw attention to the improving the process of learning and teaching languages as a part of the nation’s cultural heritage, as well as the developing of a multilingual and multicultural personality ensures that the tolerance, the respect for humanitarian values and cultural diversity and the sustainable development of education will be inspired.
THE PROBLEM OF THE PERSONNEL TRAINING
OF CULTURE IN THE GLOBALIZATION ERA

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Changing the paradigm and social cultural economic development are notable in their significance between the principle important process of planetary scale. It manifests in formation so called information economy based on the network development of production and management and on the usage of mass information-communicative technologies in great scale.

The new paradigm of education consists in not only of transferring the concrete knowledge to the students but to teach them the skills how to adapt to qualitative conditions of vital activity in the whole, to adapt in continually changing social economic and cultural environment.

Up to day crisis in the system of higher education – is obvious. Education being as narrow and pragmatically in the modern social cultural surroundings forms a real danger because the activity of educational establishments not the quality of the result but the level of economy. It was not found the simple answer to the question “what to teach?” which contains the end goal of education.

Proceed from above mentioned we propose that many global problems in the field of education can find their solution according to right cultural policy of that or other country.
Today after many years of fratricidal war in conditions of serious migration processes of region in Middle Asia it is important and actual for the citizens of Tajikistan the problem of intercultural exchange as on level of interaction of national cultures so on the level of educational processes and have possibility to have access to the achievements of cultural heritage of the whole mankind as well as to have mutual understanding between various representatives of different regions and enlarge their cultural-moral horizons.

In the general declaration of UNESCO about cultural variety is underlined that namely culture must be considered as complex with the characteristic of society or social groups distinctive peculiarities – spiritual and material, intellectual and emotional, besides the art and literature it covers “the way of life”, i.e. “the art to live together”, systems of values and religions.

In this case namely personality (the future specialist in the field of cultural studies) treats a leader of culture.

Russian-Tajik Slavonic University for today is the unique educational center for raining professional specialists in cultural studies in the framework of educational standards of the Russian Federation.

Realizing the training of professional specialists in cultural studies in a framework of UNESCO project “Intercultural dialogue in the modern world” the CHAIR is worked out the conception of teaching of disciplines of cultural studies which takes into account that the modern world culture particularly the culture of modern Tajikistan, develops by means of intercourse of different local and functional cultures and the result of that appears the net of intercourse supported by great variety not only styles and types of
ментality of behavior, but of values orientations and national-ethnic originality. This intercourse can function by means of mutual clearing the relations by conflicts and contradictions with mutual adaptation and understanding of an originality of neighbors or inhabitants in the same territory.

The main aim of the CHAIR activity is the organization of scientific research work in the field of “Intercultural dialogue in the modern world, working out the conception of teaching disciplines of cultural studies.

The aim of the conception – to give the definition of modern paradigm of education in the frame work of social culture.

Tasks of the conception:
– to find out the crisis in the system of higher education;
– to ground the status of personality as a bearer of culture in realizing “Intercultural dialogue and mediator between cultural systems”;
– to characterize the culture of modern Tajikistan from the viewpoint of different local and functional cultures of national ethnic originality and cultural variety etc.;
– to find out “axiological” problems in the process;
– to ground the understanding of scientific and world outlook role of cultural studies as a science and discipline as an important mechanism of translation and rebirth of cultural values, ideals, sense of life etc;
– to bring to light the correlation of categories “education” – “training” and their relation for forming the definition “image of specialist”;
training the specialists in the field of cultural studies;”
– to ground the tribute of suggest conception in the development of modern comparative analyses;
– to bring to light the “model”, “image” of specialist in cultural studies in the framework of suggest conception of training; to concretize the skills which must bear the professional specialist in the field of cultural studies;
– to formulate the basic status of motto of the future specialist in cultural studies as a bearer of culture.

This project is for introduction the theoretical proposals of scientific research work info the practice of educational process in professional training of young students namely specialist in the field of cultural studies. During research work are solved following problems.

1. Studing of world international experience of working out and approbation of the conception in training specialists in cultural studies;

2. Carrying out the comparative research work in the field of intercultural intercourse in order to form by the students certain qualities needed in professional activity of specialists in cultural studies:
– abilities to appreciate the humanitarian beginning in variety of traditions;
– ability to recognize, respect and research the coexistence of some cultural traditions;
– ability to interpret the past with sympathy objectively and critically;
– ability to argument basing on cultural and moral principles including the ability of recognizing the pluralism of interpretations;
– ability to do problems analyses of various phenomenon of culture and categories of culture.
3. Introduction of research materials on the problem “Intercultural dialogue in the modern world” in the context of academic process by training professional specialists in the field of cultural studies. The end stage of research activity of the Chair is the organization of International conference on the research problem.

The base of worked out conception of the topic of dialogue, mutual understanding, intercultural exchange which becomes one of the leading part in the modern world. The main sources of formation of a problems of intercultural intercourse are the cultural anthropology, comparative cultural studies and the whole complex of disciplines cultural studies, psychology, pedagogical series of lectures used in educational process by training professional specialists in cultural studies used at our university.

In this case by training professional specialists in cultural studies the conception provides for necessity on synthesis and interdisciplinary uniqueness of various traditions, curricula and scientific programs, formation of a scientifically-historical explanation of spiritual – elucidative and cultural role of both countries in formation of the Euro-Asian civilization.

The problematic of cultural studies affirm itself in system of training specialists of social humanitarian profile. It depends not only on the character of crisis in culture, spirituality, sense of life suffered by society but also by reorientation of higher humanitarian education, new understanding of its essence and functions (it was mentioned above).

In this case the conception of training the series of a lectures in cultural studies takes into account a new world outlook role of modern cultural studies which is connected with exposure and defini-
Культурология сегодня рассматривается нами как важнейшая составляющая высшего образования, способная обеспечить осмысленное преломление общекультурных ценностей в контексте сегодняшней ситуации в Республике Таджикистан, возникшей в результате распада СССР, межтаджикского конфликта, усиления миграционных процессов, способная придать духовно-нравственный смысл социальным технологиям и предметному содержанию деятельности будущего специалиста, помочь ему поймать в ситуации усиливающейся специализации, собственное предназначение органично интегрироваться в профессиональное сообщество и мир национальной и мировой культуры.

В ходе наших научных изысканий, мы констатируем, что личность – это социально-активная индивидуальность, которая свободно выбирает себе нормы поведения, устанавливает свои внутренние нравственные максимы, придерживаемся мнения о необходимости личностью (как представителем той или иной культуры) осознания ответственности за последствия своих действий. Лишь наличие этих признаков может свидетельствовать о том, что мы имеем дело с «личностью-посредником» между культурами, способной к осуществлению «взгляда изнутри», необходимому для понимания культурных ценностей, эмоциональному сопереживанию другой культуре. Посредник может и должен играть роль связующего звена между культурными системами, сокращающей разделяющую их дистанцию. Во многом это возможно благодаря тому, что каждая личность имеет в себе некую особую культуру.

Концепцией предполагается, что общевообразовательная культурологическая подготовка специалистов должна
mission and rebirth of cultural values, norms, ideals and sense of life, form and the content which is “axiological” determined by specific “national world”, formed by history, language, philosophy, literature, traditions, national psychology and culture as a whole. 

In our conception is considered, that education differing from training has instrumental and subject orientation, it means that education is first of all above-subject value orientated system of knowledge forming “the image” of specialist personality as integrality and organic subject of the culture. The essence of education is not the cultivation of separate abilities but is harmonic development and change the natural inclinations and possibilities of the man. In this case “to be educated” is an ability of the person “to make” himself “as a spiritual creature, it is the harmony of originality and universality which is provides to act in accordance to own nature, national cultural identity and at the same time be open to all, it means “to sacrifice something dear”.

Suggesting phenomenon of culture in that or other humanitarian discipline gave us some platform for determination methodical bases on teaching disciplines of humanitarian series. Invaluable help for it provided cultural orientated directions of these disciplines.

The conception suggested by us today proposes to research the cultures on anthropologic approach based on the evolution of art creation.

It means that the bread scale of theoretical – methodological disciplines such as a theory, philosophy of culture etc. can base on the idea of human creative essence of the culture at all, national in particularly. In this connection with all that aspects of different problems of the culture the problem of man are analyzed
оказала культурно-ориентированная направленность самих этих дисциплин.

Сегодня выдвигаемая нами концепция предполагает осуществление культурантропологического подхода с основой на эволюцию художественного творчества.

Это значит, что обширная область теоретико-методологических дисциплин, таких как теория, философия культуры и т.д. могут базироваться на идее о человекотворческой сущности культуры вообще, национальной в частности. В связи с этим, все аспекты различных проблем культуры анализируются нами в связи с проблемой человека. Культурантропологический подход позволяет нам наиболее полно выявить гуманистический потенциал предмета, показать его практическую ценность, охватить пласт человеческой культуры, способствовать формированию собственного мнения студентов в области культуры.

В своих изысканиях мы опираемся на сравнительно-сопоставительный анализ национально-специфических особенностей художественной культуры таджиков с культурами других народов, на выявление процессов межнациональной и культурной общности на основе национально-специфических традиций. Это дает нам сегодня возможность внести свой вклад в развитие современной компаративистики.

Таким образом, мы осуществлен поиск механизмов, при помощи которых возможен перевод традиционной системы воспитания и образования на новый качественный уровень. На уровне, при котором богатый потенциал традиционной культуры во всей ее универсальной целостности может стать органичной частью современной системы воспитания и образования.

by us. Cultural studies approach allow us to suggest in full the humanitarian potential of the subject to show its practical value, to cover the layer of human culture, provide to form their own opinions of the students in the field of the culture.

The over important field of professional training of specialists in cultural studies in history and art these are the series of disciplines, such as history of culture, theory and history of arts, etc. based on idea of a correlation and connection of given disciplines with the evolution of art creation used as a background for studying historic cultural values. Such approach helps us to avoid analogies and repetitions to studying the series of disciplines of the curriculum where all data and the facts of material and spiritual culture are given in the framework of beginning and development of art creation that or other culture and world culture in a whole.

In our research we base on comparative analyze of specific national peculiarities of Tajik culture with cultures of other peoples in order to clear the processes of international and cultural community basing on national specific traditions. It allows us to have a possibility to make our tribute in the development of modern comparatives.

Thus, we did find the mechanisms which make possible to transfer the traditional system of education and upbringing to the new qualitative level with rich potential of traditional culture in its universal uniqness which can be as organic part of modern system of education and upbringing.
THE PROCESS OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) AT UNIVERSITI PENDIDIKAN SULTAN IDRIS (UPSI)
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While 1987 Bruntland Report does offer a conventional definition for sustainable development (SD), it is still a nebulous and hazy concept in actual practice given the preponderance of heterogeneous discourses, multiple conceptions, and a plethora of recommendations as to the ways forward. Notwithstanding the evolving and dynamic concept of SD, Universiti Pendidikan Sultan Idris (or its English equivalent, Sultan Idris University of Education), popularly known in its acronym as UPSI, does respond to the UN Decade of Education for Sustainable Development (2005–2014) in its own sphere of control. This paper aims to share some snapshots of programmes undertaken at Sultan Idris University of Education to promote the Education for Sustainable Development (ESD) amongst the staff and students. In essence, the concept of ESD that involves the interaction of socio-cultural, economic and environmental dimensions, has been promoted in a variety of ways, at the University as well as Faculty levels, that range from continual propagation of the distinctive values and ethics (e.g., social cultural dimension of ESD) through the in-service courses on “nilai bitara” (Unique Values) for univer-

Секция «Образование»

ПРОЦЕСС ОБРАЗОВАНИЯ ДЛЯ УСТОЙЧИВОГО РАЗВИТИЯ (ОУР) В УНИВЕРСИТЕТЕ ПЕНДИДИКАН СУЛТАН ИДРИС (УПСИ)
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Университет Пендикиан Султан Идрис, Малайзия

Несмотря на то, что Доклад Брунтланда 1987 г. даёт общее определение понятию устойчивого развития (УР), эта концепция всё ещё остаётся расплывчатой и туманной в реальной практике, имея в виду преобладание гетерогенного дискурса, множественность толкований и изобилие рекомендаций о путях развития. Несмотря на динамичный и развивающийся характер концепции УР, Университет Пендикиан Султан Идрис (Университет образования им. Султана Идриса), более известный по аббревиатуре УПСИ, участвует в Десятилетии образования в интересах устойчивого развития ООН (2005–2014) в своей области. Данная работа имеет цель поделиться некоторыми примерами программ, реализуемых в Университете образования им. Султана Идриса среди преподавательского состава и студентов, для поддержки развития образования в интересах устойчивого развития (ОУР). Концепция ОУР, которая включает взаимодействие социально-культурных, экономических и экологических факторов, различными способами поддерживается на уровне университета и факультетов через постоянную пропаганду определённых этических ценностей (социально-культурный разрез "nilai bitara" (Unique Values) for univer-
ОУР), курсы переподготовки для преподавателей “nilai bitara” («Уникальные ценности») и курсы для студентов университета “kemahiran insaniah” («Личные качества»), программы по сохранению малайской цивилизации и сохранению старых и значимых зданий, поиск и приспособление лучшего мирового опыта, как, например, применение проблемно-ориентированного обучения и внедрение ИКТ в процесс преподавания и обучения в целях повышения качества преподавания и обучения, а также программы повышения осведомлённости об ОУР, такие как «Рог изобилия ОУР» и семинары-практикумы.

1.0 Пересмотр концепции образования в интересах устойчивого развития (ОУР)

Концептуальное определение устойчивого развития динамично и в течение времени развивается. Концепция получила известность после публикации доклада комиссии Брунталда под названием «Наши общее будущее» (Международная комиссия по развитию окружающей среды, 1987 г.), в которой устойчивое развитие определялось как «развитие, соответствующее нуждам настоящего без подрыва (или ослабления) способности будущих поколений обеспечивать свои нужды (или иметь такие же, если не лучшие, качество жизни и возможности, как у нас)» (стр. 43).

В 1992 г. на Всемирном саммите в Рио-де-Жанейро концепции устойчивого развития был придан глобальный характер, когда 179 правительств признали противоречие между развитием человечества и так называемой «несущей способностью» окружающей среды, что стало основой для формулирования и одобрения ключевых принципов устойчивого развития в «Декларации об окружающей среде и развитии» (Конференция ООН по окружающей среде и разви́ті́ї) и “kemahiran insaniah” (soft skills) for the university students, perpetuation of Malay civilisation, conservation of old and significant buildings, scouting globally and adapting locally the best practices such as the use of problem-based learning and the incorporation of ICT in the teaching and learning process in the quest to enhance the quality of teaching and learning, to implementing ESD awareness programmes such as ESD Cornucopia and seminar-workshops.

1.0 Education for Sustainable Development (ESD) Revisited

Sustainable development is an evolving and dynamic concept in terms of its conceptual definition. This concept was first propelled into prominence with the publication of Bruntland Commission’s report, entitled “Our Common Future” (World Commission on Environment and Development, 1987) in which sustainable development was defined as “development that meets the needs of the present without compromising [or, impairing] the ability of future generations to meet their own needs [or, to enjoy similar, if not better, quality of life and opportunity as ours]” (p. 43).

Sustainable development was further globalised in 1992 at Earth Summit, Rio de Janeiro, where 179 governments acknowledged the tension between human development aspirations and the so-called ‘carrying capacity’ of the environment, and this led to the formulation and enactment (endorsement) of key principles of sustainable development as documented in “Rio Declaration on Environment and Development” (UNCED, 1992). For example, Principle 1 dictates that “Human beings are at the centre for concern for sustainable development” while Principles 3 and 4 insist that the “right to development must be fulfilled”
and that “environment protection shall constitute an integral part of the development process” (ibid., p. 9), privileging development over environment. The educational implications for sustainable development, meanwhile, are delineated in “Agenda 21: Programme of Action for Sustainable Development” whereby education should conflate environmental and development education so as to ensure the integration of “cross-cutting issues” across disciplines using a combination of innovative and traditional pedagogies (ibid., pp. 264–265).

The commitments made at Earth Summit in Rio de Janeiro in 1992 were reaffirmed by world leaders at the September 2004 World Summit on Sustainable Development in Johannesburg. A “Decade of Education for Sustainable Development (DESD)” was proposed, subsequently adopted by the UN General Assembly in its December 2004 session (UNESCO, 2004, p. 11), and formally launched in March 2005, designating UNESCO as the lead agency for the promotion of DESD (2005–2014).

Sustainable development is generally perceived as an overlapping of dimensions (or components), namely environment, (cultural and) society, and economy (UNESCO, 2005). These three dimensions are thought to operate, metaphorically, as three overlapping same-sized circles with the overlapping area being perceived as the human well-being. The more aligned the three dimensions are, the higher the area of overlapping which, in turn, translates to higher levels of human well-being. The corollary that stems from this metaphorical perception on sustainable development is that a balanced, harmonious, symbiotically interdependent, and aligned consideration of environmental, societal and economic dimensions is needed in our
pursuit of development and enhanced quality of life. In short, everyone’s quality of life will improve by reconciling economic growth, social development and environmental protection.

Despite the UNESCO’s view on sustainable development, the concept (of sustainable development) is, nevertheless, abstract, vague and nebulous as evident in the wider literature in which there are more than three hundred available definitions of sustainable development and sustainability (Dobson, 1996). However, Wals and Bawden (2005, p. 38) contend that “it is no use crying over the vague definitions... [because vagueness in definition] has an enormous canvassing and heuristic capacity if it is systematically used as a starting point or operational device to exchange views and ideas. These ongoing discussions may generate fruitful working hypotheses for the concrete formulation of curricula, study-programmes, subject matter content and didactical arrangements”. This is further corroborated by Selby (2006) who celebrates such diversity in the idea of sustainable development and its educational outcropping, education for sustainable development, when he reckons, “vague and diffuse enough to enable everyone to invest it with their own meanings” (p. 353).

Kofi Annan, the former UN Secretary General once remarked in 2001 that “our biggest challenge in this new century is to take an idea that seems abstract – sustainable development – and turn it into a reality for all the world’s people”. This suggests the need to collectively share the practices in the promotion of ESD within our respective spheres of understanding and control in a global manner so that others could adopt or adapt the practices within their local contexts.
2.0 Introduction to UPSI

Universiti Pendidikan Sultan Idris (UPSI) which was formally established on 1st May 1997, has a colourful historical past that dates back just over 87 years to 29 November 1922 when it was inaugurated as the Sultan Idris Training College (SITC). UPSI provides pre-service, in-service and postgraduate education in various disciplines that match the subjects offered in the Malaysian primary and secondary schools. This report aims to describe, albeit cursorily, the ESD initiatives at UPSI, first at the university level, and second at the faculty level, particularly the Faculty of Science and Technology (FST) where the Biology Department and also the ESD Committee of the FST play an active and catalytic role in organising ESD-related programmes for staff and students within and beyond the faculty.

3.0 ESD Promotion at University Level

3.1 Conceptualisation and Internalisation of UPSI’s Unique Values and Soft Skills

The top management of UPSI has conceptualised six unique values to be inculcated in every staff in the managerial, academic and support groups across the university. These values are: integrity, professional, teamwork spirit, client oriented, sympathetic to staff welfare, and creative and innovative. Such inculcation is based on the conviction that “the human factor is important as it determines if a system will work effectively or not. If a system is good and people are good, excellence can be achieved. If people are not good, however good the system is, it will not work” (UPSI, 2006, p. 12).

As of 9th September 2009, the statistics given by the Training Unit of the Human Resource Division show that 438
out of 544 (80.51%) academic staff and 824 out of 899 (91.65%) support staff had attended the 5-day UPSI’s Unique Values Programme at various training locations. The main purposes were to make them aware of, and generate interest in, these unique values with the ultimate hope that they would ‘buy-in’ these values at the end of the programme. Subsequent programmes, which would be implemented in stages, aim to focus on change of habits and culture transformation at organisation-wide. Corollary that stems from such programmes is that sustainability is achieved through the inculcation of UPSI-perceived universally accepted unique values amongst its staff who, upon internalisation that is exemplified through change of habits and practices, would be role models for the currently enrolled future teachers to emulate.

Meanwhile, seven (7) soft skills have been identified for inculcation amongst university students: (a) communication skills, (b) thinking and problem solving skills, (c) life-long learning and information management skills, (d) team work skills, (e) leadership skills, (f) professional ethic, and (g) entrepreneurship skills. While these skills are expected to be imbued amongst the university students in every academic course through lecture, assignment, laboratory work, and/or class presentation, the lecturers, nevertheless, are given the liberty and discretion to identify the soft skill(s) to be inculcated, assessed and graded at the end of each semester.

3.2 Perpetuation of Malay Civilisation

UPSI established an Institute of Malay Civilisation in 2001. Civilisation is defined as “the quality of excellence in thought and manners and taste [of mankind]” or “... a society in an advanced state of social development” (Princeton
мацией, (г) навыки командной работы, (д) лидерские навыки, (е) профессиональная этика и (ж) предпринимательские навыки. Ожидается, что эти навыки развиваются в студентах на каждом академическом курсе через лекции, задания, лабораторные работы, презентации, однако преподавателям дано право определять, какие навыки (навык) они будут развивать и затем оценивать в каждом семестре.

3.2 Conservation of Old and Significant Buildings

As noted earlier in this paper, UPSI has its colourful history which could be traced back to its inception in 1922. In particular, there are a number of old buildings which existed in the past, yet perpetuated into the present. These buildings have been designated by UPSI's management as old buildings which need to be conserved through adequate structural and physical maintenance.

3.4 Enhancing the Quality of Teaching and Learning

It is indisputable that sustainability is addressed through the provision of...
quality education given the notion that quality teaching and learning will produce quality teachers who, in turn, help churn out quality citizens that contribute to quality society in which we and our future generation live in. As such, quality teaching requires quality pedagogical training, constant upgrading of one's skills and knowledge in pertinent areas, undertaking of research that informs development in one's areas of expertise, and supporting systems that includes human relation and infrastructure.

In UPSI, new lecturers, regardless of their educational background and experiences in other private or governmental bodies, are given adequate mandatory training on teaching and learning in higher institution. Besides, there are periodical meetings for sharing and cross-fertilisation of ideas through intellectual discourse amongst the academic staff. Additionally, experts from outside UPSI are invited to share their expertise with staff, providing further forum for intellectual discourse. Young lecturers are given every opportunity and support to upgrade themselves academically and professionally in local and/or foreign universities.

Since 2006, problem-based learning approach has been integrated into the teaching and learning of all courses at the Faculty of Science and Technology, and selected courses – on one's initiative – in other faculties. Many workshops have been organised by the Problem-Based Learning Pilot Team (of the Faculty of Science and Technology) to familiarise the lecturers on the what, why, and how of implementing problem-based learning approach and that includes the crafting of problem scenarios. Amongst the foreign experts who had been at the university to share their expertise and experience were Dr. Duje
The quality of teaching and learning is further enhanced by the supporting infrastructure that is in place. For example, every lecture room is technologically equipped with a computer, LCD projector, electronic whiteboard (and/or smartboard) and a visualiser for the lecturers to capitalise on in their lectures and tutorials.

3.5 Optimising the Leading-Edge Technologies

The Smart Schools Initiative is one of the seven flagship applications that are part of Malaysia’s Multimedia Super Corridor (MSC) project. The Government of Malaysia seeks to capitalise on the presence of leading-edge technologies and the rapid development of the MSC’s infrastructure to jump-start deployment of enabling technology to schools. In essence, the Malaysian Smart School is defined as:

...a learning institution that has been systematically reinvented in terms of teaching-learning practices and school management in order to prepare children for the Information Age (SSPT, 1997, p. 10).

Thus, in line with the Government’s aspiration in preparing the current and future generation for the information age, UPSI prepares and equips the future teachers with the knowledge, skills, abilities and values to address the educational needs of our future generation within a technologically-based learning environment. Lecturers are mandated to upload their respective course instructional plans, course evaluations, and course materials to the UPSI-maintained Teachers’ Portal for the access of students. Besides, apart from the range of ICT cours-
es available to pick and choose according to one's needs and in addition to the 2-hour face-to-face contact time in lectures/discussions, students also participate in the e-learning which takes various forms, notably the forum discussion posted by the respective lecturers in the much-accessed UPSI Teachers' Portal.

4.0 ESD Promotion at Faculty of Science and Technology

4.1 ESD Committee

The Faculty of Science and Technology set up a new ESD Committee in November 2007 alongside other existing committees such as Problem-Based Learning Pilot Team Committee, Science and Mathematics in English (SAMIE) Committee, Podcasting in Education (PIE) Committee and Cluster Schools Committee. These committees have been placed under the purview of the Faculty Dean and would report at every faculty meeting.

The ESD Committee comprises faculty members across the four departments in the Faculty of Science and Technology, namely the Biology, Chemistry, Physics, and Mathematics departments.

4.2 UPSI ESD Workshop

This ESD Workshop was organised in UPSI on 9 August 2007. Co-conducted by Dr. Rosalyn McKeown and Dr. Chuck Hopkins, this ESD Workshop aimed to familiarise the faculty members across the 8 Faculties in UPSI as to the paradigms of sustainability and education for sustainability. Besides, a few case studies on reorienting teacher education were shared and illuminated. The overall response was extremely encouraging, particularly from the undergraduate students.

4.3 HIV/AIDS Awareness Campaign and Research

On 28 January 2008, the Vice Chancellor of UPSI launched http://myre-
Section “Education”

4.2 Seminar on OUR in UPSI

The seminar on OUR was organized at UPSI on August 9, 2007. Conducted jointly by Dr. Rosemary MacKee and Dr. Chak Holkinson, the seminar focused on the paradigm of sustainability and education. The seminar aimed to familiarize the faculty of the 8 faculties of UPSI with the paradigms of sustainability and education. The seminar also discussed practical examples of the reorientation of teacher education. The reviews of the seminar were very promising, especially from the students.

4.3 Campaign to Increase Awareness of HIV/AIDS

On January 28, 2008, the vice-rector of UPSI launched the website http://myredribbon.blogspot.com – an educational blog to educate students and the public about HIV/AIDS. The topics discussed include signs and symptoms of AIDS/HIV, HIV antibody test, and how HIV is transmitted. This blog was created by the Biology Department.

Besides, the University does receive a one-off financial support, albeit a modest one, from the UNESCO Bangkok office to implement a project on “HIV Preventive Education at UPSI: A Step Towards ESD” that aims to build capacity amongst secondary school student teachers in terms of knowledge (e.g., as to what HIV is, how it is transmitted, and ways of reducing the risk of HIV infection) and pedagogical skills (e.g., interesting and effective ways of imparting the knowledge acquired to students and other teachers through hands-on, minds-on, and hearts-on activities as opposed to didactic lecture mode). The HIV/AIDS materials developed by UNESCO Bangkok (e.g., “HIV Preventive Education: Information Kit for School Teachers” and “Building knowledge about HIV and AIDS: An interactive course for educators”) and skills acquired through the workshops conducted under the Mobile Training Team (MTT) Project of UNESCO Bangkok have been judiciously capitalised on in this project.

4.4 ESD Cornucopia

Lead by the Biology Department with collaboration from the ESD Committee, the SAMIE Committee, the Undergraduate Science Society, and the Undergraduate Mathematics Society, a 3-month ESD Cornucopia was held from the months of August through October 2008 with the aims of, among others, (i) instilling awareness amongst students with regard to the importance of education in, and management of, environment in the development; (ii) encouraging students to...
practise environmental management in their daily lives especially through “reduce, reuse, and recycle”; (iii) appreciating and integrating noble values in caring for the environment; and (iv) training students to be involved in social activities that benefit the society at large. The main targets of the Cornucopia were the undergraduate students and UPSI staff, primary and secondary school students in the districts of Batang Padang (Perak) and Hulu Bernam (Selangor) as well as the community around the university. Table 1 summarises the many events organised and implemented throughout the ESD awareness months, which taken together, denotes the ESD Cornucopia.

4.4.1 Learning Cycle Assessment (LCA) Workshop: How Teachers Can Apply

This workshop was conducted on 9–10 August 2008 at the Physics Teaching Methods Laboratory by Mr. Amir Hamzah, a PhD student from the University Malaya who is currently research-

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<td>Survey</td>
<td>August – October</td>
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<td>4</td>
<td>Environmental Lectures</td>
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<td>Science and Mathematics Exhibition</td>
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4.4.2 Environmental Debate

Set around the theme: “sustainable environmental management and education”, the debates, held throughout August 2008 and witnessed the interesting debate among groups representing various residential colleges in the university, were managed by students who were following through the Environmental Science Course (coded as TSE 2013 Group C). The final debate, with the motion of “fostering and ecological sustainable world” was held on 12 October 2008 between Ungku Omar College dan Outside Residential College, with the result favouring the former.

4.4.3 Environmental Quiz and Invention

Although these two programmes – Environmental Quiz and Invention “from waste to product” were held concurrently on 23 October 2008 and were participated by students from 4 primary schools within the vicinity, the former involved Year 6 primary students while the latter, Year 5. In the Environmental Quiz, questions posed ranged from general knowledge, science and environment, geography, science and technology, sports and recreation, to lateral thinking. In the Invention, students were asked to invent a
product out of the waste materials. As a finale to these programmes, the university students who followed through the course on the Introduction to Environmental Science (coded as TSE 1013) performed a captivating sketch about the environmental protection.

4.4.4 Envirothon
While the primary students were having fun in the Environmental Quiz and Invention, the secondary school students from 3 nearby schools were having the cross-country run on the same day (i.e., 23 October 2008). In the Under 18 category, the students ran for 3 km while in the Above 18 Category, the students (Form 6 and undergraduate) ran for 5 km.

4.4.5 Enviro-Explorace
This programme was held on 30 August 2008 and participated by undergraduates from the various faculties. Participants were divided into 10 different groups to explore the 8 stations in a circus manner. At each station, students carried out the activities that are related to environmental education and management practice.

4.4.6 Science and Mathematics Exhibition
The exhibition was held for four days (13–16 October 2008) at the university auditorium. It was extremely well received as evidenced in the large number of group participation. Altogether, there were 83 groups from various science disciplines participated in this event. There were four categories in this exhibition, namely poster, experiments, invention, and interactive CD.

4.5 Environmental Workshop
A one-day Environmental Education (EE) Workshop, conducted by Prof. Dr. Callie P. Loubser was held in UPSI on 30 October 2008. The objective was two-pronged, namely to bring together ed-
4.4.5 Investigator’s Relay on Ecology
This program was conducted on August 30, 2008, and involved students from different faculties. Participants were divided into 10 groups and moved through 8 stations. On each station, they performed tasks related to ecological education and behavior.

4.4.6 Scientific-Mathematical Exhibition
The exhibition was held during the first week of September 2008 in the university hall. The exhibition was a success, as evidenced by the large number of participants. A total of 83 groups, representing different scientific disciplines, participated in the event under four categories: posters, experiments, inventions, and interactive compact-disks.

4.5 Seminar on Ecology
A one-day ecological seminar at UPSI was held on October 30, 2008. The aim of the seminar was twofold: to bring together teachers and practitioners in environmental education for analysis and review issues related to climate change, and to promote international experiences on EE practices and activities for sustainable living. Participants walked through three main activities: the ecological footprint, solar cooker, and developing strategies and projects on renewable energy.

4.6 Earth Day Celebration
The Earth Day is celebrated yearly across the globe on 22nd April with the aim of inspiring awareness and appreciation for the Earth’s environment. While “The Green Generation” is the global theme for Earth Day 2009, it has been adapted into “Milestones Towards the Green Earth” as the theme for UPSI this year. Spearheaded by the Biology Department of the Faculty of Science and Technology, the Earth Day was celebrated on 25 June 2009 with banner-passing check-point-to-check-point cross-country parade and tree-planting ceremony by the Vice Chancellor and by staff within each department on 25 June 2009. This was a university-wide celebration, bringing awareness amongst the populace of UPSI the importance of preserving and protecting the Mother Earth.

5.0 Conclusion
The snapshots highlighted in this paper are programmes undertaken to promote the ESD at the University and Faculty levels. It could be summarised that, while the programmes at the University level are more towards the social cultural dimension of ESD such as the propagation of the values, ethics, and skills, the programmes lined-up at the Faculty level are slanted towards the environmental dimension of the ESD. Nevertheless, it is contended that implementing programmes on environmental awareness is a first step towards the promotion of ESD awareness. It is envisaged...
that future programmes at the university and faculty would strive to encompass a wider aspects of, and to reconcile among, the dimensions of social (e.g., human rights, peace & human security, gender equity, health & HIV/AIDS, and good governance), cultural (e.g., cultural & linguistic diversity, intercultural and interfaith understanding, intangible heritage, and cultural goods & services), environmental (e.g., natural heritage & resources, climate change, rural development, sustainable urbanisation, and disaster prevention & mitigation), and economic (e.g., poverty reduction, corporate responsibility & accountabili-

ty, and market economy).
Устойчивое развитие отвечает на нужды современности без подрыва возможности для будущих поколений обеспечивать свои собственные нужды. Продолжение экономического развития при поддержании социального развития и замедление деградации окружающей среды – это главный вызов для устойчивого развития. Эта проблема включает поддержание равновесия между результатами деятельности в разных сферах. Наука и технология – это векторы развития, определяемые разными целями и развивающимися одновременно. Высшее образование обеспечивает основу для того, чтобы технологии служили в целях устойчивого развития. Это требует перенацеливания высшего образования на нужды устойчивого развития. Ресурсная база Шри-Ланки остаётся на начальном уровне по большинству ресурсов, развитие ресурсов – цель высшего образования. Университет Ува Велласа Шри-Ланки развивает высшее образование на основе этой парадигмы – развитие национальной ресурсной базы на основе передачи ценного опыта студентам и всем заинтересованным сторонам. Для этого были преобразованы и в настоящее время хорошо работают процессы управления и исследования. Новая организация способствует обучению и развитию, соответствующему требованиям новых процессов.

Sustainable Development meets the needs of the present, without compromising the ability of future generations to meet their own needs.4 The pursuit of economic development while maintaining social development and reducing environmental degradation is the challenge facing sustainability. This involves maintaining equilibrium of outcomes from various competing goals. Science and Technology are the resulting vectors from the competing goals and they keep evolving continuously. Higher education provides the platform to deliver technology for sustainable development. This requires refocusing higher education to deliver sustainable economic needs. Sri Lankan resources base remained at primary level for most resources and thus value addition to such resources would be the purpose of such higher education. Uva Wellassa University of Sri Lanka has developed higher education on the theme of value addition to the national resources base to deliver a value proposition to our students and stakeholders. In order to deliver this value a new academic process, a new administration process and a new research process have been setup and it works well. The new organization has set its learning and growth aspects to match the needs of the new processes..
На современном этапе возникла необходимость формирования гражданина, имеющего представление о целостности планеты Земля и сознающего, что для устойчивого развития общества требуется стабильность природных экосистем, равномерное развитие экономики и обеспечение соответствующих социальных условий. Этого можно достичь, используя в качестве мощного орудия непрерывное образование, которое должно быть направлено на формирование знаний и информации об устойчивом развитии. Устойчивое развитие должно рассматриваться как динамичный процесс в системе непрерывного образования.

Непрерывное образование направлено на две основные цели: повышение уровня знаний и специальных навыков, приобретение дополнительных квалификаций для работы по различным специальностям и в различных условиях.

Цель образования в интересах устойчивого развития (ОУР) – интегрировать принципы и индикаторы стратегии ОУР в систему непрерывного образования.

Анализ ситуации ОУР в Армении

Армения также в ряду других стран присоединилась к процессам, осуществляемым в рамках Десятилетия образования в интересах устойчивого раз-
Analysis of the situation of ESD in Armenia

Armenia among with other countries has joined the processes which are carried out within the limits of Decade of Education for Sustainable Development of the United Nations and has incurred responsibility for their successful realisation as in the country as a whole, and, especially, in the system of the Higher professional education.

By this time Armenia is in an initial stage of the formation of ESD system. Separate initiatives, actions and projects gradually form the new education sphere which occurrence is caused both by time calls, and possibilities of use of the potential of domestic scientific and pedagogical achievements. However the named innovations have mainly spontaneous and fragmentary character reducing their general potentially possible efficiency.

Problems and requirements of ESD

In general, to these problems we may concern absence of the trainings-centers, appropriate educational-methodical materials, inefficient use of potential of Higher educational institutions and research establishments, shortage of the qualified teachers and insufficient work on increasing the level of awareness.

Thus, in the system of professional education of Armenia the followings are necessary:

1. Creation of chairs-laboratories concerning ESD at universities and scientific research centers for the purpose of realization of professional education on the basis of scientific researches and technological innovations. Chairs on ESD on the one hand should realize training on the basic themes of sustainable development, and on the other hand promote introduction of innovative technologies.

2. Special projects, направленные на обеспечение регионального сотрудничества в рамках процесса
there would be included the global issues of the “Education for Sustainable Development”, and each country will be able to add the episodes presenting the urban and rural issues and specificities, by the initiative of the UNECE Committee of Ecological Policy for ensuring the regional collaboration in frames of the “Education for Sustainable Development”.

3. Creation of scientific consortiums on the issues of “Education for Sustainable Development” (in the UNITWIN/UNESCO Chairs Program). These consortiums would include the representatives of several countries, who would develop and implement joint scientific projects, exchange of the advanced experience, short-term trainings for different degree specialists of the education system, and the specialists’ exchange as well. The consortiums could be composed from the authoritative groups of developed and developing countries, for example, Italy, Greece, Armenia or Netherlands, Germany, Armenia, Russia and etc.

Literature

2. На пути к образованию для устойчивого развития России. Сб. статей под редакцией Касимова Н. и Малхазовой С., ГЮОС, Москва, 2006.


The XX century saw the lowest point in the decline of morality and humanitarian values in interpersonal and international relations. The world was split by totalitarian ideologies, theories based on racism and hatred of mankind, which resulted in death and suffering of millions of people. The morality crisis led to the two most destructive world wars in history. To realize the malignancy of such world order in the XX century the mankind had to pay a heavy price of about 100 millions of people. After the end of the World War II the UN the UNESCO were established as the mechanisms of settling world problems. The leading idea of UNESCO was: “war arises in people’s minds, so we should bring the values of defending peace to their consciousness”. Despite the conditional character of these international institutions the mankind started the process of creating a different system of values in international relations, which, at least in theory, was based on morality, ethics, universal values and the idea of equality of people and races.

At the beginning of the XXI century, when the planet Earth is more and more perceived as the common home for billions of people, there are still threats of terrorism, hunger, mass diseases, human trafficking. These phenomena contradict
the trends of sustainable development in the XXI century. Meanwhile, in the globalization era it’s the moral values, advanced by UNESCO, that have a chance of becoming reality. For that matter, the world should realize their exceptional importance for successful shaping of coming generations. In absence of sound moral basis the education of a high-quality specialist itself cannot solve the problem of sustainable development (immorality of politicians and engineers can bear a tremendous threat to the very existence of mankind).

Among other things, today the economic crisis in many respects reflects the crisis of moral values, which underlie in the society of consumption and the pursuit of profit. At the end of the century world population is estimated to increase to 10 billions of people. In these conditions, sustainable development of society is impossible without inculcating high moral values in people’s minds. It’s a very complicated process, and education at all levels is of primary importance in it.
Lifelong Learning Concept Nowadays

Lifelong learning has become a fundamental goal of education policy both in national and international level and it is often used as a tool for developing of information or knowledge society (Kokosalakis, 2001).

20% of knowledge that has been created in a company becomes out-of-date in less than a year (Markoff, 1996).

30% of the knowledge that we will be teaching in the coming ten years has not been discovered yet. Therefore it is vital to return to the competences that tell us how to do the things, to the ability to transform knowledge into action, to key competences (Renard, 2001).

Definitions of Lifelong Learning

LL is a self-directed development, which means to understand oneself and the world and which includes the acquisition of skills and abilities – the only true values that we cannot loose (Cross, 1981).

LL are any activities planned, based on the principles of humanism, oriented towards the learning of the actors involved and as a result promoting their understanding (Jarvis, 1995, 1999).

LL is the education process that occurs lifelong and is based on the changing needs to acquire knowledge, skills, experience in order to promote or change one’s qualification according to the requirements of the labour market and...
section “Education”  

The Situation in LL in 2013 according to LL Strategies of Latvia (I)

People perceive their education as the main resource of prosperity and they have an opportunity to learn in all the spheres during every stage of life from childhood to old age irrespective of their age, gender, educational background, place of residence, ethnic group, the level of income and functional disabilities;

People possess confidence, initiative, knowledge, creative approach and skills to participate in economics, social and political life;

Because of the people’s attitude learning lifelong, a tidy, enabling sociocultural environment has been created;

The Situation in LL in 2013 according to LL Strategies of Latvia (II)

People’s knowledge, skills and abilities are developed and promoted in order to raise work effectiveness and ensure socio-economic development of the country, based on highly qualified labour;

People have free access to information, consultancy, education and support in order to make the most effective decisions concerning the changes and feel safe during the period of changes;

Under the influence of ITS the creation of new learning approaches will be continued, its scope will increase, the contents will become more profound, accessibility and organization will be improved.

Barriers to Lifelong Learning

Political: the state policy is not coordinated enough, not complete legislation basis in LL, not enough support;

Informative: not enough access to detailed and actual information about adult education on the level of an individual and society;
Barriers to lifelong learning (LL) according to LL Strategies of Latvia (I)

- Lack of accessibility to the environment for people with functional disabilities;
- Not enough opportunities for people having imprisonment to continue/complete/improve their education;
- The low education level of the ethnic group of Roma;

Barriers to LL according to LL Strategies of Latvia (II)

- Underdeveloped infrastructure in the countryside, which diminishes the rural inhabitants' possibilities to lifelong learning;
- Not enough attention paid to the people who are to retire soon or are retired now;
- Not enough attention paid to requalification of young mothers after their maternity leave and their inclusion into the labour market.

EU Recommendations to LL following Bologna Declaration (2008)

- To improve employees’ professional skills;
- Lifelong learning should be integrated into the strategy of each institution and into the professional environment;
- More attention should be paid to mobility – both to the students and the educators’ mobility, as well as to the creation of the so-called “mobility windows”;
- Promoting the development of knowledge intensive society, which is based on the triangle of research, education and innovations.

Situational: lack of support of the family and the social environment for the individual’s inclusion into learning;

Inner, personal: lack of enterprise and uncertainty which have developed based on people's previous learning experience, education is not a value itself (Koke, 2008).
Financing Mechanisms of LL Policy in Latvia

The Ministry of Education and Science provide the financing of LL policy of Latvia by attracting the finances of the EU Structural Funds and other financing sources;

Regional approach and planning of economic development of local governments in Latvia is closely connected with the planning of human resources development.

Directions pointed by the Ad Hock Group of Experts to improve LL Quality

- Competence based education;
- The leading role of higher education establishments in the LL system;
- Effective coordination of LL policy;
- The role of regional coordinators in the LL system;
- The financing mechanisms of LL;
- The participation of the State Employment Agency in the LL system.

The Main Conclusions from the Report of the Expert Group (I)

- The creation of laws and regulations that would secure the recognition of acquired knowledge and skills gained in the informal, and non-formal education institutions;
- Higher education institutions must take the leading role in implementation of LL policy in order to secure the quality of educators and the study programmes;

The Main Conclusions from the Report of the Expert Group (II)

- The Board for the Development of LL should be formed in order to effectively coordinate the LL system;
- The Ministry of Education and Science should carry out comprehensive supervision of LL system;
- The financing system for LL must be set and created.

The Suggestions for Projects.
In the LL context it is necessary to start a research for securing the investigation of the situation in younger generation learning quality in preschool and in adult education, as well as to elaborate suggestions for the inclusion of LL quality to improve the current state of education;

The goals of the research should be formulated in accordance with the changes in the concept of LL which are fostered by the link between the demands of labour market and LL, the implementation of competence-oriented, learner/student-focussed education programmes as one of the major issues in LL.

Thank you for your attention!

Looking forward to fruitful collaboration in the future!
To continue the decisions of Intergovernmental Conference on Environmental Education in Tbilisi (1977) the working group on education and personnel training was established as a part of MAB structure on the basis on Faculty of Biology of Lomonosov Moscow State University (MSU). MSU had made, published and used a lot of interactive educational methods (e.g. role plays, simulation games, multidisciplinary student practices etc). Accumulated experience made it possible to combine intellectual potential and educational experience for developing the Strategy for Education for Sustainable Development (SEDU) which was adopted by UNECE in 2005. It started The United Nations Decade of on this important issue (2005–2014).

There are two special chapters of SEDU: “Vision” and “Interactive educational tools”. Both play a major role in integration of people from different cultures to this global socio-cultural process. “Our common vision” is a result of joint vision of desirable future for achieving which people are eager to invest their resources, time, skills and knowledge but not only support the given offer formally. “Our common vision” is being created by personal and cooperative work and gives the opportunity to accept common values and basic tasks. Creating “our common vision” could be a tool for harmonization the global people's actions.
Achieved “common vision” supports implementation of sustainable development (SD). Well-known difficulties with achieving SD (declarations of the World Summit on Sustainable Development in Johannesburg in 2002, “Environment for Europe process”) showed up new in terms of quality problems of engaging states in this unprecedented process.

This process gives no desirable outcome also because of lack of clear-cut methodology, management models and systems supporting the switch to the new type of metabolism, i.e. sustainable development conjugating dynamics of different levels: from individual to global.

More than 30-years experience of usage of simulation games at MSU and other Russian and foreign universities is summarized in educational literature, original interactive products. The first MAB UNESCO seminar for USSR university tutors was established in 1981 at MSU. At the same time the first simulation games and workbooks for teachers were created. In recent years educational “Green backpack” (EcopolisPress, 2004) has become popular in Russia. It is educational set of twenty interactive materials. Its popularity is enhanced by the seminars at which school and high-school teachers were taught the rules and the ways of usage of interactive tools of education. E.g. there were more then thirty seminars performed and more then 700 “Green beg packs” sold in Moscow Region. There were “Olympic ecological games” organized at which schoolchildren were making with the help of ecological constructor their own projects of local sustainable development.

In the same time together with methodical materials for multidisciplinary ESD for students there were created new types of field practices for students and tutors from different countries to work
together in the field environment and create the collective report on environmental conductions, social problems and the ways of their solving (1977–1978, 2007–2008). This report will present the plan of sustainable development of science city Korolev (Moscow Region) created on the basis of student practice in 2007 (MSU, KIMES and University of Alghero at Sardinia, Italy).

The main results of usage of interactive methods of ESD and organization student practices:

– Simulation models and games join participants through the common experience of managing dynamic systems (local and global, e.g. model “World 3”);
– Experience achieved in training is not only of personal or intellectual importance, but has also a collective value, because it is a collective experience of solving complex problems which are usually controversial;
– Simulation games experience is easily transferred to the real problem fields and gives a possibility of taking low-risk decisions;
– ESD shows the effectiveness of educating students and activists of green organizations collective actions as a new method of studying and solving SD problems.

The system of UNESCO chairs has a lot of mental furniture i.e. methodical tools for effective participation in UN Decade on the Strategy for Education for Sustainable Development (2005–2014). They are continuing the UNESCO efforts of many years for preparing and developing multicultural basis for civilization development. The education of taking decisions is of primal importance of ESD.
18 сентября 2009 г. состоялось заседание круглого стола «Деятельность кафедр ЮНЕСКО в области образования для устойчивого развития современного общества» в рамках Международного конгресса кафедр ЮНЕСКО по устойчивому развитию.

Участники круглого стола отметили значительный вклад кафедр ЮНЕСКО в формирование образовательной политики на национальном и региональном уровнях для достижения целей Десятилетия ООН ОУР. Проведение Конгресса кафедр ЮНЕСКО по устойчивому развитию подтвердило, что в ситуации глобализации, экспансии идеологии общества потребления, усиления миграционных потоков и обострения проблем социальной инклюзии, именно образованию как действенному инструменту утверждения общечеловеческих ценностей, инструменту формирования духовно-стойкой личности и здорового нравственного климата общества должна принадлежать одна из важнейших ролей в разработке долгосрочной программы устойчивого развития общества.

Изучение влияния глобальных, региональных и национальных вызовов на развитие системы образования свидетельствует о возрастании роли гуманитарной миссии институтов образования.

The round table titled “Activities of UNESCO Chairs on Education for Sustainable Development in Modern Society” was held on 18 September 2009 in coordination with the International Congress of UNESCO Chairs on Education for Sustainable Development (ESD).

The participants of the round table pointed out the UNESCO Chairs considerable contribution into molding education policy at regional and national levels for the achievement of the UN Decade ESD goals. During the assembly process of the International Congress of UNESCO Chairs on Education for Sustainable Development it was confirmed that education is as an effective tool of asserting human values and molding a spiritually grounded individual and solid moral climate in the situation of globalization, the growth of immigration and the worsening of social inclusion problems, and that it should hold an essential responsibility in developing a long-term program for sustainable development in a consumer-oriented society.

The researching into the effects of global, regional and national challenges in the development of education system demonstrates the growth of humanitarian mission of educational institutes and the role of the UNESCO Chairs net-
nition and network cooperation in implementing the ideas of sustainable development of society within the long-term outlook.

Among the programs of the UNESCO ESD Chairs are the tasks of interdisciplinary research, the interdependence of cultural and educational traditions, socio-economic development and the ecology of environment for sustainable development. Also included are the training for the new kind of specialists able to respond to the challenges of time and work in conditions of a crisis, and the development and implementation of humanitarian and informational technologies for network cooperation in pursuit of sustainable development.

The expansion of cooperation among the UNESCO ESD Chairs makes it possible to promote new mechanisms of network interaction in different countries, to develop and realize the joint long-term programs of activities and the communities of practice based on the cross-sectoral platforms, and to disseminate the positive experience of implementing innovative technologies in the sphere of education as the requirements for sustainable development.

The following decisions have been adopted after discussing the reports and statements of the roundtable participants:

- request UNESCO to designate the year 2012 as “Year of the Teacher”, and to plan events of celebration for it as such, based upon the experience of the UNESCO commemoration day, October 5th (Teacher’s Day), as well as the experience of commemoration the year 2010, Year of the Teacher, in Russia.
- actively pursue creative potential of scholars and professors working in network cooperation among the UNESCO ESD Chairs to realize the role of education as foundation of civil society, work-
To develop spiritual guidance in education policy, in order to achieve sustainable development on national as well as regional levels.

– conduct series of research, as assurance of continual interdisciplinary humanitarian expertise, into the role of educational value aspects in the formation of a spiritually-grounded and culturally-aware individual as a requirement for sustainable development;

– build and implement educational programs for the advanced training and retraining of qualified teachers on different levels and social workers concerned with inclusive education and tutor support in various segments of population, in a polycultural climate;

– stimulate various structures of civil society in developing programs aimed at support of the family on socio-pedagogical and psychological levels, as the foundation of socialization and formation of individual's civil identity;

– develop partnership ties via joint and academic staff exchange programs and coordination of student's mobility in order to strengthen the interaction and cooperation among UNESCO Chairs (ESD);

– support the conservation of national languages of smaller peoples, the development of cultural and educational traditions in globalization environment by the ways of the cooperation with government structures and the foundation of centers dealing with the humanitarian expertise of the role of education in the sustainable development, within the framework of UNESCO Chairs network cooperation;

– encourage the conducting of interdisciplinary research in universities and support academic staff in developing the methods of such research aimed at identifying qualitative methods for the available-for-all education;
– facilitate infiltration of ICT in the sphere of education for sustainable development by creating the conditions for improving and upgrading one's own resources and establishing relations between UNESCO Chairs based on cross-sectoral platforms.

In order to fulfill these recommendations the participants of the conference hereby solicit UNESCO for the support of the UNESCO Chairs project aimed at identifying the mechanisms of network cooperation linked by regional principles, among the Chairs with goals of pursuit of sustainable development. This project was initiated by Herzen State Pedagogical University of Russia.

The participants expressed gratitude to the organizers of the international congress for the given opportunity to take part in the dialog of the UNESCO ESD Chairs. We consider the Congress in Khanty-Mansiysk as an important step of the international community towards the radical solving of the problems of sustainable development able to become a wide road to the future of our civilization.
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IZOBRAZITELNYH ISkusstv I ARKHITECTURY
ROSSIIISKYKH AKADEMII HUDOЖEств

Президент – З.К. Церетели, Зав. кафедры – О.С. Беглов
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Российской академии художеств

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OF THE RUSSIAN FEDERATION

Zurab Tsereteli, President; O.S. Beglov, Vice-president,
UNESCO Chair for Fine Art and Architecture
of the Russian Academy of Arts

Кафедра ЮНЕСКО Изобразительных искусств и архитектуры, которую возглавляет народный художник России, президент Российской академии художеств, Посол Доброй Воли ЮНЕСКО З.К. Церетели (далее – президент кафедры), создана в 1998 году и входит в структуру Российской академии художеств. Совместно с секторами культуры и образования ЮНЕСКО кафедра ЮНЕСКО Российской академии художеств стремится к всеобщему признанию значимости художественного образования как платформы для устойчивого развития, развития творчества, инноваций и культурного разнообразия.

Главными направлениями творческой работы кафедры являются инициативы по реализации программ: «Борьба против международного терроризма силами искусства», «Искусство как форма альтернативной терапии», «Утверждение принципов взаимоуважения, толерантности и взаимопонимания между народами». Все эти направления объединены основной идеей, которую можно сформулировать как «Диалог культур как форма дипломатии XXI века». Реализация этих программ дает решения многих
problems of sustainable development across the globe. Mutual understanding and mutual respect, careful and adequate treatment to unknown culture, religion will allow to build our future together, to find common interests, to solve the problems without a weapon, to prevent aggression and estrangement.

A process of interpenetration of cultures in the art, processes of integration implies in itself the sprouts of new life, new forms of communication.

UNESCO Chair attends special attention to the programs of Moscow Museum of Modern Art, opened on initiative of the Chair President in 1999. Exhibition projects, passing in the museum, besides a classic task of acquaintance of audience with basic directions of development of modern art have also other tasks, e.g.: social projects, advancement of different cultures and countries (exhibitions, initiated by embassies of different countries), educational programs for children and youth. Also the UNESCO Chair of the Russian Academy of Arts supervises the exhibition programs of Museum and Exhibition complex of the Russian Academy of Arts «Art Gallery». In this year the State Museum of Modern Art was opened by the Russian Academy of Arts. In this cultural and educational complex it is planned to carry out large-scale exhibitions, festivals of Russian and foreign art, conferences, symposiums, master-classes of the leading modern artists and scientists. In a yard of the Museum was set the sculptural composition by Zurab Tsereteli, devoted to Patriarch of Moscow and All Russia – Alexey the second, recently gone from life, and also unique crystal Chapel of Saint prince Alexander Nevskiy.

Nowadays the UNESCO Chair of the Russian Academy of Arts puts the task of development and adoption of innovative programs into the area of artistic education and aesthetic education, taking into account interests of wide audience.
The UNESCO Chair of the Russian Academy of Arts promotes an active work on cooperating with institutes of science and culture in the area of visual art of foreign countries. It participates in special educational, research programs, conducts active creative activity and museum and exhibition activity, and also participates in a creation of cultural and enlightening programs, meant for representatives of different professions, having interest to these questions. Work on these directions is carried out at regional and international level.

UNESCO Chair conducts creative and the museum and exhibition work in association with the Russian Academy of Arts (Research Museum of Academy, Museum and Exhibition Complex of the Academy, academic institutes and lyceums), with Moscow Museum of Modern Art.

Within the framework of UNESCO Chair work exhibition projects were organized, connected with a demonstration of masters’ masterpieces of Russian foreignness and works of artists, suffered from political repressions and forced emigration.

In whole for the last three years under active support of the Chair were carried out more than 100 exhibition Russian and international projects with participation of artists from Finland, Germany, France, Spain, Italy, Japan, China, Brazil, Chile, Mexico, India and other countries.

In this connection the Russian Academy of Arts jointly with UNESCO Commission of the Ministry of Foreign Affairs in association with Permanent Delegation of the Russian Federation to UNESCO come out with initiative of carrying out in 2010 of the UNESCO World Congress of Chairs on questions of art, architecture and artistic education.

Creation of a single main network of UNESCO Chairs in the area of art could
In connection with conducting the Year of France in Russia and the Year of Russia in France in 2010 the Russian Academy of Arts prepared a number of suggestions within the framework of this bilateral government program.

Following sections enter into the structure of Exhibition project «Russian Academy of Arts: space of academic school»:

- «Russia-France: three ages of cultural connections» – works from Russian Academy of Arts funds of the of Russian and western academic school’s masters.
- «Russian Academy of Arts: space of academic school» includes works of modern artists – members of the Russian Academy of Arts, the best diploma works of graduating students of artistic institutes of Academy.
- «Russian Academy of arts: saving of spiritual and cultural heritage of Russia» – photo and video materials about activity of the Academy on recreation of monuments of architecture and visual art of Russian Federation.

In accordance with a preliminary agreement in UNESCO headquarters was planned a holding of Exhibition project «World of the Caucasus Art».

Works of all Caucasian region’s masters of fine art will enter in a structure of the exposition – works of masters from Armenia, Azerbaijan, Abkhazia, North and South Ossetia, Dagestan, Georgia, Chechnya, Ingushetia, Kabardino-Balkaria and Karachai-Cherkess.
Dyagilev on the square of Dyagilev within the framework of exchange years of Russia-France program.

Also we plan to conduct a number of exhibition projects of France Academy of Fine Arts in Moscow, organization and conducting of joint international scientific conferences: «Art and Science in modern world» (2009 year – Moscow, 2010 – Paris). Distinguished Russian and French scientists will take part in these measures.

The last creative initiatives of the Chair President is creation of sculptural compositions, devoted to outstanding figures of visual art of XX century, which have rendered the most powerful influence on development of visual art in XX and XXI centuries – «Russo and Pirosmani», «The Great of the XX century – Van Gog, Picasso, Matiss, Modilyani, Shagal».

The followings worthy initiatives were marked out:

– Motive of man to responsible attitude to an environment;
– Appeal of people and especially youth to become active associates of steady and just development in relation to future generations;
– Spreading of understanding that society is occupied a central place in a process of change of people's relation to problems of an environment, and also it promotes to establishment of collaboration, which will provide possibility to live in more safe and happy future.

The national system of education in Russia was in a number of the first in the world, responding to initiatives of UNO on advancement of Basis of Steady Development into a practice of teaching, training, enlightening and education.

Education for steady development is inculcation of lifelong aspiration, compelling separate people, organizations
process of changing the relationship of the person to environmental issues, and also contributes to the establishment of cooperation which will ensure for all the possibility of living in a safer and more prosperous future – worthy initiatives, and national education systems of Russia were among the first in the world, reacting to initiatives of UN on the promotion of the Principles of Sustainable Development into practice teaching, training, enlightenment and upbringing. Education for sustainable development is the instillation of lifelong desire, motivating individuals, organizations and society to examine a tomorrow day as belonging either to all of us or belonging nobody.

UNESCO being a leading organization of UN on questions of education is called to play a key role in development of standards of education quality. A man is inclined to creation by nature.

In association with UNESCO sectors of culture and education UNESCO Chair of the Russian Academy of Arts aspires to universal acceptance of importance of artistic education as a platform for steady development, development of creation, innovations and cultural diversity.
PRESERVATION AND SUPPORT OF CULTURAL DIVERSITY OF RUSSIA IN THE FRAMEWORK OF THE DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT

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The proclamation of the Decade of Education for Sustainable Development is an answer of the international community to the realization of the fact that the content and forms of education are inadequate in the today’s world which economy of hard benefit every moment undermines the foundations of Life on Earth.

The key themes of ESD are the demands and rights of future generations, preservation of natural ecosystems, respect for cultural, social and biological diversity on which the definition of sustainability is based.

The unification of values under the pressure of “pecuniary benefit” and a crisis of the system of ethic values at the end of the 20th century is characterized by international experts as a universal
culture of mankind’s culture. The leading motive of overcoming this situation has been the problem of preservation and support for cultural diversity of the regions of the world. This problem contains among other things the problem of rehabilitation of the lost cultural and bioterritorial identity of the peoples of the world – the unity which key principles were badly violated during the industrial revolutions of the 18th, 19th and 20th centuries. The impact of industrial waves on the peoples of the world has led to the most negative consequences and, first of all, the loss by ethnic groups of many cultural values vital for an ethnos, and a shift of tendencies and priorities of the educational process.

A careful work of rehabilitating and supporting cultural diversity in the regions is a real and effective instrument for making changes in social life as a whole and the development of contemporary education in particular. The Bonn Declaration (2009) clearly formulates the key element: a maximally broad network model of quality education empowering a person by the skills and competencies needed for sustainable life, respect for all forms of life and strong ideals promoting social unity, democracy and collective action. Only such an education is really based on the values, principles and methods necessary for an effective reaction on current and future challengers and also gives special attention to care, integrity and honesty as it is clearly expressed in the Earth Charter.

Being connected with specific demands and living conditions of people in the regions, network education provides the skills for searching for solutions and is based on the methods and knowledge rooted in local cultures and reflected in new ideas and technology. Conceptual principles of the UNESCO/NSU Chair’s
Section “Social Issues”

An effort to create such model are determined in the Convention on the Protection of the World Cultural Heritage (Paris, November 16, 1972) and the International Convention on the Protection of the World Nonmaterial Cultural Heritage (Paris, October 17, 2003). The concept basis of the Chair’s work is the idea of traditional ethnic culture as a foundation of all the diversity of forms and types of contemporary society’s culture.

A man’s vision of the world, a system of images and language, faiths, knowledge and skills, customs, forms of labour, festivals, and a system of folk culture are formed in the framework of traditional culture. Not only does the whole experience of human activity in society exist on the basis of traditionalism, but also the norms of social relations: family, community, labour, intergenerational, as well as and between genders and ages. This is the only way how diverse interrelations and interconnections of an ethnic unity with the outside world become organized.

Preserving until today its fundamental significance, traditional ethnic culture contains important characteristics and qualities of ethnic experience, and the historic destiny of each people finds here its manifestation. A sad story of some countries, including the experience of Soviet history, is an evidence of how forgetting and a loss of ethnic traditions threatens society by disintegration of ethno-cultural and intergenerational connections, and causes a loss of a national immunity and an appearance of alien forms of social life in the nature of an ethnos. Thus, sustainable development implies a purposeful work of broadening access to traditional ethnic culture, developing interest and respect for ethnic cultures of a region, country...
Устойчивое развитие подразумевает, таким образом, целенаправленную работу по расширению доступа к традиционной народной культуре, развитие интереса и уважения к этническим культурам своего региона, государства и – шире – мирового сообщества в целом. Такая работа представляет собой органичный и высокоэффективный способ воплощения идей Декады ОУР, реализации ее высоких целей в масштабах населения всей планеты.

В ходе этой работы Международная кафедра ЮНЕСКО/НГУ по устойчивому развитию, наукам об окружающей среде и социальным проблемам (далее – Кафедра ЮНЕСКО/НГУ) реализует масштабный проект инновационного сетевого образования на территории Приволжского, Уральского, Сибирского и Дальневосточного федеральных округов РФ. В партнерстве с территориальными департаментами культуры и научными организациями филиальной структуры Кафедрой ЮНЕСКО/НГУ введены и широко используются в сетевой работе следующие понятия.

Традиционная народная культура – совокупность основанных на традициях культурного сообщества ценностей, являющихся отражением культурной и национальной самобытности общества. Формы культуры включают язык, словесность, музыку, танцы, игры, мифологию, обряды, обычаи, ремесла, архитектуру и другие виды творческой деятельности человека. Образцы и ценности этой деятельности передаются устно, путем имитации или другими способами.

Сохранение традиционной народной культуры – научно-исследовательская, образовательная и просветительская деятельность, направленная на пропаганду народной культуры в естественных формах ее материального и нематериального бытования, пополнение, консервация и – broader – of the international community as a whole. This work is a natural and effective way of implementation of the ideas of the ESD Decade and its high goals at the scale of mankind.

In the progress of this work, the International UNESCO/NSU Chair of Sustainable Development, Environmental Science and Social Relations (hereafter 'the UNESCO/NSU Chair') is implementing a large scale project of innovative network education on the territory of the Volga, Ural, Siberian and Far East federal districts of the Russian Federation. In partnership with the Departments of culture of the territories and academic institutions affiliated with the NSU the following definitions are used in the network activity:

Traditional ethnic culture – a collection of values based on traditions reflecting the cultural and national distinctiveness of a society. The forms of culture include language, literature, music, dances, games, mythology, rituals, customs, crafts, architecture and other forms of creative activity of people. Examples and values of this activity are passed orally, by imitation and by other means.

Preservation of traditional ethnic culture – a scientific research and educational enlightening activity aimed at finding, study and propaganda of traditional ethnic culture in its natural material and nonmaterial forms, replenishment, conservation and protection of collections of folklore and ethnographic materials.

Rehabilitation of traditional ethnic culture – artistic and creative, educational, ritual, craft and economic activity aimed at renewal of traditional ethnic culture by the effort by specialized businessmen, specifically trained teachers of educational institutions, and motivated young people.
The following principles form the concept base of the UNESCO/NSU Chair's work in the framework of the ESD Decade:

1. Creation, approbation and implementation of innovative educational models promoting preservation, rehabilitation and popularization of traditional ethnic culture;

2. Social partnership with education structures – educational departments and committees of state and municipal bodies – for coordination of the activity of preservation and rehabilitation of traditional ethnic culture;

3. Development of scientific methodological foundations of monitoring research of the state of traditional ethnic culture, evaluation of the quality of protective activities, provision of replenishment and protection of collections of folklore and ethnographic materials kept in museums, archives and libraries;

4. Promotion of human resources development of organizations acting in the field of protection and rehabilitation of traditional ethnic culture;

5. Promotion of development of legislation in the field of protection and rehabilitation of traditional ethnic culture.

The initial activities of the Chair were based on already existing capacities:

– The Antenn affiliated network in the framework of the macro-project “Broadening opportunities of indigenous peoples of Siberia in getting a high quality education” implemented in the period from 2003 to 2006 with financial support of the European Union and the Moscow Bureau of UNESCO in the Republics of Armenia, Azerbaijan, Belarus, Moldova and the Russian Federation;

– The Center for support of indigenous peoples of Siberia organized at the Chair in the framework of the national project “Education” (2007–2008).
Those were the first steps in implementing the intellectual potential of the concept of sustainable development in a network of educational institutions of the Siberian and Far East federal districts of the Russian Federation. The work received a wide public attention through the specialized Internet site www.nsu.ru/jp and a number of publications [1–4]; the publications in English about the project were widely distributed in the Chair’s branches abroad among the NSU’s foreign partners and presented at international conferences (see, for example, [5, 6]).

The next step made by the UNESCO/NSU Chair was direct implementation of the ideas of the ESD Decade in the form of a macro-project of priority development and support for cultural diversity in partnership with educational structures of the Volga, Ural, Siberian, and Far East federal districts of the Russian Federation. Among the UNESCO/NSU Chair’s branches, the Chukotka branch, which is a regional branch of the Chair at the Chukotka Multidisciplinary College headed by Mr. V.V. Kim [7], stands out. Summarizing the work of branch-
representatives of educational institutions of ethnic and cultural specialization – in distribution of the knowledge of local cultures in the regions of Russia and abroad. The work is carried out by the means of innovative educational technologies developed at the Novosibirsk State University (NSU) for sustainable development and support for cultural diversity in the Russian Federation.

The objectives of the project are determined by the objectives of the Decade of Education for Sustainable Development in the aspect of development and support for cultural diversity of the planet in the regions covered by the project:

1. Strengthening opportunities of regional culture agents of Siberia in their activity of broadening the knowledge of local cultures of the region on the basis of educational technologies aimed at supporting cultural diversity of Siberia and distributing information about it in Russia and abroad.

2. Making it easier to access information about local cultures and distributing that information in order to raise the population’s awareness about these cultures, understanding of their importance and the role culture plays in a person’s self-development and social unity of people in the world.

3. Creating and implementing new information and communication technologies of formal and informal education – the social sectors with imminent presence of a cultural component – broadening the base for educational and enlightening activity of regional culture agents.

4. Improving programming and coordination of regional culture agents’ actions promoting integration of culture in education which is a foundation of any actions for broadening access to local cultures, developing selfconsciousness of
3. Создать и внедрить инновационные ИКТ (информационно-коммуникационные технологии) формального и неформального образования – социальных секторов с имmanentным присутствием культурной компоненты, – расширяя базу образовательной и просветительской деятельности региональных культурных агентов.

4. Улучшить программирование и координацию действий региональных культурных агентов, содействуя интеграции культуры в образование, являющееся фундаментом любых действий по расширению доступа к локальным культурам, развитию самосознания коренных народов Сибири, взаимного обогащения населения России и мирового сообщества в целом.

5. Обеспечить визуальное сопровождение проекта расширения доступа к локальным культурам для населения Европейского Союза и англо-говорящих граждан мирового сообщества.

Ожидааемые результаты проекта призваны обеспечить определенное продвижение на пути к воплощению идей Декады ОУР и перечислены ниже.

– Разработка и внедрение принципиально новой организационной структуры, увеличивающей эффективность образовательных инноваций в области долгосрочной культурной политики.

Транс-региональная сеть из 16 Центров образовательной деятельности (ЦОД) по расширению доступа к уникальным и раритетным культурам будет развернута на территории Республики Алтай, Мордовия, Саха (Якутия), Тыва, Удмуртия, Хакасия, автономных округов Ханты-Мансийский, Чукотский, Ямало-Ненецкий, крупных регионов Красноярского и Камчатского края и областей Иркутской, Кемеровской, Новосибирской, Оренбургской, Томской, Читинской.

indigenous peoples of Siberia and the international community as a whole.

5. Providing visual support of the project for easing access to local cultures for the population of the European Union and English-speaking people in the world.

The expected results of the project will represent a progress on the way of implementing the ideas of the ESD Decade and are as follows:

Development and implementation of a fundamentally new organizational structure that would increase effectiveness of educational innovations in the field of long-term cultural policy. A trans-regional network of 16 Centres of Educational Activity (CEA) will be built for broadening access to unique and rare cultures on the territory of the Republics of Altai, Mordovia, Sakha (Yakutia), Tyva, Udmurtia, and Khakasia, the Khanty-Mansiysk, Chukotka and Yamal-Nenets Autonomous Okrugs, the Krasnoyarsk and Kamchatka Krais, and the Irkutsk, Kemerovo, Novosibirsk, Orenburg, Tomsk and Chita Regions.

In the progress of the activity of all elements of the CEA network, innovative information and communication technologies in education will be developed, tested and introduced to the educational process. A complex of these instruments are united under the umbrella of the Trans-regional Olympiad of Students and the Learning Youth on the Knowledge of the Native Culture, which is held in three stages: the first stage is an essay “What do I know about my native culture?” sent by mail; the regional stage – an intellectual contest “The cultural heritage of my region: What can I do for preserving it?”; and the inter-regional stage with presentations of unique worlds of symbols, faiths, traditions, folklore, and
В ходе деятельности всех элементов сети ЦОД будут внедрены в образовательный процесс инновационные ИКТ в образовании. Комплекс этих инструментов объединен мероприятием «Транс-региональная Олимпиада школьников и учащейся молодежи на знание родной культуры», проводимой в 3 этапа: заочный тур в локальных звеньях – конкурс сочинений «Что я знаю о родной культуре?»; региональный тур – интеллектуальный марафон «Культурное наследие моего региона: что я могу сделать для сохранения его и поддержки?»; межрегиональный очный тур с презентацией уникальных миров символов, верований, традиций, фольклора и других элементов местной палитры культурного многообразия.

– Существенно улучшатся навыки и возможности региональных культурных агентов, получающих доступ к новейшим образовательным технологиям и опыт их использования. Принципиально новые платформы для деятельности региональных культурных агентов будут созданы в целевых регионах на базе проекта – модульные образовательные инновации, внедряемые одновременно во всех регионах и доступные каждому через сайт проекта в любой момент времени. Планируется вовлечение в этот процесс когорты учителей-предметников этно-национального компонента образовательных структур на территории целевых регионов, а также неординарных групп местного населения:

- «молодежные парламенты», формируемые из лидеров мероприятий – представителей молодежи, постоянно проживающей в местах компактного поселения коренных народов Сибири;
- дети и младшие школьники, получающие специальные навыки межкультурного диалога на базе цикла меро-

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The spectre of opportunities of accessing local cultures of the target regions will be provided for the English-speaking population of the European Union and international community as a whole. By the means of innovative information and communication technologies, information will be added instantly to the web pages of the project in English; the information collected by the project will be presented as an illustrated monograph in English; the film “The Edges of the Cultures of the Peoples of the North, Siberia and Far East” will have English subtitles.

References:


5. Victoria Shatrova. Social Administration Using Educational Technologies. Support for linguistic and cultural rights of indigenous people in multiethnic Rus-


Preservation of the cultural, historical and natural heritage is a priority task of the UNESCO Chair. The integrative potential of educational programmes and their social orientation toward solving complex social problems is essential in accomplishing these tasks. One of the significant projects in the context of sustainable development was the project “Education for realization of the necessity of protection of the cultural, historical and natural heritage and creation of conditions for implementation of the potential of its protection as a part of social reforms in the Republic of Tatarstan of the Russian Federation”.

The strategic partners of the project are the University and Research Centre of the City of Vageningen and the Foundation of the International Centre for Professional Development in Recreational Business of the City of Vageningen. The project is aimed at developing by the authorities and institutions of civil society the realization of the value and significance of the cultural, historical and
natural heritage and the necessity of cooperation between them. The duration of the project is two years. During this time, sustainable mechanisms should be created which would guarantee its further development. The main objectives of the project are: creation of the Heritage Expert Council which would implement informational and educational tasks including informing the population of the problems in the field of preservation and development of the cultural, historical and natural heritage and development of various educational programmes for different categories of the population: pupils, teachers, students, professors and the adult population, in order to form a public opinion on the issues of the heritage and participation of citizens in the decision making in this field.

Thus, the organization of a system of propaganda, popularization of the idea of preserving the heritage, raising the image of the Project “The Heritage of the Republic of Tatarstan” and working with the population are the main objectives and the basis of the project’s sustainability. In this context, it is planned to form student thematic volunteer organizations.

The initial stage of the project’s implementation has shown that the theme of preservation of the cultural, historical and natural heritage is understood by an active portion of the student population. The acceptance of the project’s idea, readiness to participate in its implementation, different activities, such as: land improvement of the territory of the Island City of Sviyazhsk Museum-preserve, planting trees, collecting historic and archival materials on the heritage theme and other materials, involvement of new participants in the project, which is very significant, are a basis for
Sustainability of the project “Heritage management”.

A special task of the project is creating a Heritage Management MBA curriculum and preparation of specialists with the use of this curriculum. This educational programme is being implemented with consideration of the Russian experience presented by the TISBI Academy of Management, as well as foreign experience of the partners from University of Vageningen (the Netherlands).

The name of the MBA curriculum explains the key problem of this field – management in the area of the heritage – which is important for the following subjects of the heritage: museums, preserves, specialists and NGOs’ representatives, scientists and practitioners in the area of the cultural, historical and natural heritage. Highly professional specialists-managers in this field will help to improve the inter-sector cooperation and become the basis for a qualitative solution of immediate and long-term tasks in the area of the heritage.

The objective conditions providing success and sustainability of the project “Heritage management”.

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The objective conditions providing success and sustainability of the project's development is the support of the project by the state and municipal authorities: the Ministry of Culture of the Republic of Tatarstan, The Ministry of Youth Affairs, Sports, and Tourism of the republic, the municipal authorities of the City of Kazan, the regional Chair of the UNESCO Commission in the Russian Federation in Tatarstan.

The involvement of leading specialists and practitioners in the field in the work of the Expert Centre on the Heritage and support of the project’s development from public organizations guarantees the quality and continuity of its work and determination of the high priority areas of development.
PREVENTION OF HIV/AIDS BY MEANS OF EDUCATION FOR SUSTAINABLE DEVELOPMENT
Konstantin Georgievich Gurevich, The Moscow State University of Medicine and Dentistry

Nowadays the advance of HIV/AIDS has become an epidemic. A large part of the budget of the Russian Federation is already allocated for measures against the epidemic. The increase of new cases of HIV, mostly among people younger than 30, threatens sustainable development of society because, potentially, it decreases the number of healthy people of the active working age and increases the expenses for preventive measures and treatment of the illness.

A key method of preventing the spread of HIV infection is education because approximately 99% of cases are preventable by certain personal behaviour. UNESCO is the key UN agency that develops and implements educational programmes for preventing HIV/AIDS, first of all, among children and teenagers.

Since 2005 the UNESCO Chair of Healthy Way of Life as a Condition of Successful Development has been developing programmes for preventing HIV/AIDS and other socially significant illnesses. The Chair was a coordinator of the effort to develop the country's concepts of prevention of HIV/AIDS by the means of education. The Chair organized a testing ground in Moscow and its experience has been shared with many regions of the Russian Federation.

The experience of implementation of preventive programmes has shown that...
Опыт реализации профилактических программ показывает, что дети и подростки имеют исходно недостаточный уровень знаний по проблеме ВИЧ/СПИДа. Это неудивительно, т.к. основным источником их знаний являются средства массовой информации и Интернет. За информацией к специалистам медицинского профиля целевая аудитория обращается крайне редко.

В обществе сложилось неблагоприятное отношение к ВИЧ-инфицированным. Высок уровень дискриминации. Поэтому важной частью профилактических программ является формирование толерантного отношения.

Реализуемые программы профилактики ВИЧ/СПИД нацелены на формирование ответственного поведения, осознания здоровья как личной ценности, умение сказать «нет» и т.д. Вопросы полового воспитания в большей степени находятся за рамками программы и рассматриваются только в старших классах школы. В этой связи указанные программы можно рассматривать и как профилактические в отношении курения, наркомании.

В экспериментальной школе после проведения программы наблюдается повышение уровня знаний по проблеме ВИЧ/СПИД. Отмечена устойчивая тенденция к снижению числа курильщиков. Это свидетельствует об успешном применении разработанных программ. Их широкое внедрение будет способствовать устойчивому развитию общества.

Из-за большой специфичности рассматриваемого вопроса, неоднозначного отношения общества к нему, нельзя признать разработанные программы универсальными. Необходима региональная апробация программ, в каждой конкретной школе необходимо получение информированного согласия родителей на их реализацию.

children and teenagers have not enough knowledge of the HIV/AIDS problem which is not surprising because the mass media and the Internet are the main sources of their knowledge. They have extremely limited and rare access to professional medical information.

Generally, society has a negative attitude toward HIV positive people. The level of discrimination and stigmatization is high. That is why forming tolerant attitude is an integral part of preventive programmes.

The programmes of preventive measures against HIV/AIDS that are being implemented are, first of all, aimed at promoting responsible behaviour, realization that health is a personal value, and an ability to say “No”, etc. The problems of sexual education are, in most parts, beyond the framework of the programmes and dealt with only in senior forms of school.

In connection to this, the indicated programmes can be viewed as preventive against smoking and drug abuse as well.

At an experimental school after introducing the programme there could be seen an increase of knowledge about the HIV/AIDS problem. A steady tendency of reducing the number of smoking schoolchildren could be noticed as well. This is an evidence of successful implementation of the programmes. We hope that their wider implementation will promote sustainable development of society.

But because this issue is very specific and society's attitude towards it is very controversial, we cannot recognize the developed programmes as universal. Regional approbation and approval are needed; an informed approval of parents is required when a programme is introduced at an individual school.

Вестник ЮНЕСКО
Vestnik UNESCO
The concept “Digital Divide” means a new kind of social differentiation caused by the difference in the opportunities of the access to the information and communication technologies (ICT). Three spheres, which ICT play a great role in, were determined during the researches [1], implemented in the EU in March-July 2009. They are education, economy and social sphere.

In the Global Information Technology Report 2008–2009 [3] it’s said, that Russia takes the 74th place (of 134 countries) according to the level of ICT development in the world. After the Public Opinion Foundation only 30% of the RF population used the Internet in autumn of 2008. This is not enough for the sustainable development of the information society. For comparison: according to the data of InternetWorldStats,
в 2008 г. в Нидерландах Интернетом пользовалось 90,1% граждан, в Норвегии – 87,7%, Канаде – 84,3%, Швеции – 77,4%, Японии – 73,8%, США – 72,5% населения.

В России большинство пользователей интернета проживают в Москве (57% столичного населения пользуются интернетом), но в регионах эта доля существенно меньше. Так в ЮФО она достигает только 27%, а в Астраханской области еще ниже.

Таким образом, преодолеть цифровое неравенство – приоритетная задача кафедры ЮНЕСКО «Обучающееся общество и социально-устойчивое развитие», действующей в Астраханском государственном университете. Формирование определенного уровня однородности и равномерности информационного пространства и информационной культуры населения – залог социально-устойчивого развития общества.

Качество контента – важнейший показатель для информационных ресурсов. Большая часть аналитических работ в сфере информатизации посвящены сравнению достоинств и недостатков тех или иных решений по техническому, программному, технологическому обеспечению информационных систем. При этом вопрос о том, какова собственно информация (по содержанию, необходимости для пользователей, удобству использования и т.д.), которая обрабатывается и передается с помощью тех или иных технологий, часто остается за рамками работы. Между тем именно контент, состав и качество информационных ресурсов определяют в основном потребительские свойства любой информационной системы. В Астраханском государственном университете (АГУ) готовят специалистов в области социологии и социальной информатики, медиа-инду-
textbooks in base humanitarian subjects (Philosophy, Cultural Studies, Political Science) were composed;

– training the specialists of new generation through making international student teams for the implementation of social projects, researches.

Astrakhan State University offers to consider 2 projects of network interaction of the UNESCO chairs in solving social issues for sustainable development.


The goal of the project is the forming of uniform informative and educational space in the Internet for gathering, analysis, appreciation and exchange of social initiatives and the formation of the information culture of the population for sustainable development of regions.

Project 2: “The International Cooperation of the UNESCO Chairs for the Development of Sustainable Consumption through Consumer Networks”.

The goal of the project is the establishing the Association of the UNESCO chairs, supporting the strategy of sustainable social and economic development for the formation of sustainable consumption culture of the population, reducing the negative influence on a human and the environment, reducing energy and resources consumption.

The list of references
• опережающее производство современных наукоемких технологий вместе с кадрами, способными эффективно их реализовывать для динамичного развития инновационной экономики, основанной на знаниях;
• растущая академическая мобильность студентов (в 2007 году 2,8 миллиона студентов учились за границей, в 2025 году число студентов, обучающихся за границей, вырастет до 7,2 миллиона);
• новые ИКТ создают условия для обучения в течение всей жизни, способствуют мобильности, облегчают внедрение совместных учебных программ и проведение совместных исследований, общение ученых разных стран.

Именно в университетах должны быть реализованы многие практические инновационные проекты, направленные на улучшение качества жизни. Это требует глобальной, коллективной и индивидуальной ответственности, чему в немалой степени способствует сотрудничество кафедр ЮНЕСКО по социальным аспектам устойчивого развития. Кафедра ЮНЕСКО АГУ «Обучающееся общество и социально-устойчивое развитие» создала сеть из 9 филиалов в России и Казахстане. Практическая работа сети позволила выявить наиболее эффективные формы сотрудничества:
• Создание международных социальных сетей и информационных ресурсов (порталов) для обмена знаниями, инициативами и проектами.
• Кооперация ученых для совместной подготовки междисциплинарных учебных и просветительских курсов, учебных пособий, проведения научных исследований (например, с участием ученых филиалов нашей кафедры ЮНЕСКО подготовлено 3 учебника по базовым гуманитарным дисциплинам: Философии, Культурологии, Политологии).
• Подготовка специалистов нового типа через организацию международных студенческих команд для выполнения социальных проектов, научных исследований.

Астраханский государственный университет предлагает рассмотреть 2 проекта сетевого взаимодействия кафедр ЮНЕСКО по социальным вопросам в интересах устойчивого развития:
Проект № 1: «Международная сеть трансфера социальных инициатив и проектов для устойчивого развития регионов и формирования информационной культуры населения».
ЦЕЛЬ – создание единого информационно-образовательного пространства в сети Интернет для сбора, анализа, оценки и обмена социальными инициативами и формирования информационной культуры населения в интересах устойчивого развития регионов.
В результате реализации проекта будет создан Портал Социальных Инициатив и Проектов в интересах устойчивого развития регионов, основой которого является он-лайн база знаний о накопленном опыте организаций таких мероприятий. Каждая кафедра ЮНЕСКО, включенная в сеть, вносит свой вклад в копилку знаний и реализует в своем регионе успешные проекты, выполненные другими кафедрами, модернизируя их, добавляя новые элементы и идеи.
Проект № 2: «Международное сотрудничество кафедр ЮНЕСКО для развития устойчивого потребления через потребительские сети».
ЦЕЛЬ: создание Ассоциации кафедр ЮНЕСКО, поддерживающих стратегию устойчивого социального и экономического развития для формирования у населения культуры устойчивого потребления, уменьшения негативных воздействий на человека и окружающую...
Среду, снижения энерго- и ресурсопотребления.

В рамках Ассоциации каждая кафедра инициирует проекты, научные исследования и учебные программы и курсы, направленные на пропаганду устойчивых моделей потребления среди населения, создает предпосылки для публичного обсуждения таких моделей, просвещает потребителей и добивается совместно с правительствами и деловыми кругами формирования устойчивых моделей потребления.

Информация о факторах формирования рыночного спроса, о качестве производимой продукции, результатах маркетинговых и социологических исследований, тест-проверок продукции публикуются на сайте Ассоциации. Здесь же размещается информация о внедрении передовых экологических методов организации производства с учетом специфика каждого сектора, о безопасных, энерго- и ресурсосберегающих технологиях, продуктах, услугах. В результате информированность населения существенно повышается. Каждая кафедра ЮНЕСКО вносит свой вклад в копилку знаний и реализует в своем регионе успешные проекты, выполненные другими кафедрами, модернизируя их, добавляя новые элементы и идеи.

Эффективной технологией активного общения кафедр является видеоконференцсвязь. На видеоконференциях обсуждаются результаты совместных маркетинговых и социологических исследований, независимой экологической экспертизы продукции и услуг, формируются новые модели устойчивого потребления, заслушиваются отчеты международных студенческих команд о выполнении проектов, обсуждаются учебные программы и курсы дополнительного образования в сфере устойчивого потребления для различных слоев населения.

Таким образом, активное применение новейших ИКТ для обмена информацией и ее эффективного использования позволит наладить взаимодействие территориально разобщенных кафедр ЮНЕСКО, работающих в сфере социально устойчивого развития, интенсифицировать обмен инициативами и проектами.

Литература
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AN EXPERIENCE OF USING INFORMATION TECHNOLOGY IN THE SUSTAINABLE DEVELOPMENT PLANNING OF A CITY (TERRITORY)

Mr. P.N. Andreyev – provost of the Korolyov Institute of Management, Economics and Sociology (KIMES)

The global economic crisis, which is a reflection of the crisis of the mankind’s existing system of exploitation of natural resources, stresses once again the necessity of organizing a planning of sustainable development of territories of different hierarchic levels, including urban agglomerations and cities.

Sustainable development management is impossible without scientific, methodological, informational and technical support and a new technology, as well as without specialists in sustainable development planning of territories.

Specialists need to be prepared to carry out projects of sustainable development of urbanized territories relying on new approaches and principles.

The objectives accomplished in education for sustainable development planning are of a high priority today. Dealing with world-view goals helps the future specialists to realize and accept the scale of values that will allow them to make strategically correct decisions and a right choice. The use of the methodological and instrumental means of analysis and planning helps to master the newest technology. The practical use of
skills and knowledge helps to acquire the experience of planning.

In order to accomplish these objectives, we need to change our approach to education: the teacher does not only transmit knowledge and experience but involves students into a process of active acquisition of knowledge and making responsible practical decisions.

Sustainable development planning of territories is a priority area of academic, research and educational activity of the KIMES.

The KIMES creates conditions for cooperation of institutions of higher learning of the Central Region in solving the problems of its sustainable development:

1. We organize inter-institution cooperation with Russian and foreign partners for implementing projects of sustainable development of territories. The KIMES already has such practical experience: the Russo-Italian (in 2007–2009) and the Siver (in 2008) projects.

2. At our Institute we are organizing a regional academic, research and planning centre for implementation of research projects in the area of sustainable development and a laboratory of modelling and planning of sustainable development management for socio-natural systems. The technical equipment of the Institute provides a distant cooperation of institutions of higher learning and organization of research, teleconferences and other distant activities.

3. We integrate the newest methods, technological tools and a creative potential attracting prospective ordering customers of planning works and the executives of these works leading scientists, experts, specialists of academic research institutes, and representatives of institutions of higher learning, including young people.
4. We have created favourable conditions for international cooperation of creative young people which begins in their school years when students participate in annual international events held in the Science City of Korolyov, including those held at the KIMES (the “Constellation” Olympiad and the International Space Olympiad).

5. In 2009 the KIMES organized the first thematic academic and research inter-college conference “The Scientific Potential of the Moscow Region for Sustainable Development of the Territories of the Central Region of Russia” in Korolyov.

An example of implementing a project containing fundamental technological solutions is the “Transit-R” project which is a multipurpose system of low-orbit microsatellites-transponders created by the scientists of the Science City of Korolyov for providing a solution for a wide spectre of complicated problems including the problem of informational and technical support of sustainable development of territories. The satellite data is a basis for a survey inventory and a quantitative and qualitative evaluation of the natural environment components and creating a geographical information system for territories which can help to organize a monitoring of the natural resources potential. The low-orbit microsatellites-transponders of this system will replace expensive earth-based stations for transmitting mobile communications and optical cables for the Internet.

The system of low-orbit microsatellites-transponders of the “Transit-R” project has the following technical specifications. It differs fundamentally from existing satellite systems in its ability to minimize the cost of launching a large number of low weight satellites to low...
orbits (700–1200 km) without using powerful launchers. Microsatellites are launched to the orbit by a rocket from a jet-powered military airplane. This way of launching a satellite to the orbit allows reducing sharply the cost of a kilogram of payload to lower than $500 which is 40 times less than the cost of launching a kilogram of payload by a ballistic rocket.

The KIMES is a leading participant of the “Transit-R” project’s activities. The KIMES staff participated in designing the project, that is why the KIMES is opening its departments (7 space professions) at core enterprises of Korolyov: The Tactical Missiles Corporation, the Academic and Research Institute of Space Systems, Khrunichev’s branch, the Scientific Development and Production Centre for Measurement Technology, the Central Academic and Research Institute of Mechanical Engineering, Energia Rocket Space Corporation, and the Academic and Research Institute of Precision Instruments. Many times the project has been presented at conferences, exhibitions and contests: in 2009 at the All-Russia Exhibition of Scientific Research of the Youth it was awarded a gold medal “For the best scientific technical project in the area of aviation and space exploration”; it was nominated for the Zvorykin Prize by the organizing committee of the Federal Agency for Youth Affairs; during the Seliger-2009 rally it was proposed to create a corporation for the project’s implementation as a part of the international target program “International Low-orbit Informational Line for Universities”. Institutions of higher learning have a chance to join the project which already has the following participants: the Moscow State University, the Moscow Technical University, the Moscow Institute of Physics and Engi-
In connection to this, we are proposing:

- supporting the KIMES project “Creating Informational Line for Universities of Russia and UNITWIN (UNESCO low-orbit satellite) Departments” and participating in its implementation;
- using new educational technologies, such as imitative modelling and simulations, for developing practical skills of decision making in the social and cultural areas;
- creating an international network of sharing social initiatives and projects of sustainable development of regions and developing informational culture among the population;
- creating a virtual communication ground for all Russian UNESCO Chairs for presenting basic elements of the material cultural heritage of the regions of the Russian Federation and developing a unified virtual space of regional cultures for preserving and developing cultural diversity of Russia and easing access to regional and local cultures of Russia for the international community.
PROJEKTIROVANIE USTOYCHIVOGO RAZVITIYA NA MUNICIPIAL’NOM UROVNE

В.А. Волков, доцент ГОУ ВПО МО Королёвский институт управления, экономики и социологии (КИУЭС), к.г.н., начальник отдела по экологии и устойчивому развитию в администрации г. Королёва

SUSTAINABLE DEVELOPMENT PLANNING AT THE MUNICIPAL LEVEL

Mr. V.A.Volkov, associate professor of the Korolyov Institute of Management, Economics and Sociology (KIMES), PhD, Head of the Department of Ecology and Sustainable Development of the Administration of the City of Korolyov

Development of the Earth biosphere into the noosphere can be viewed as a realization of a complex project of sustainable development involving all hierarchal levels of administrative and political divisions: from local to global.

Our practical experience of sustainable development planning of cities and towns allows us to formulate some particularities of such work in territories of the municipal level.

1. We understand sustainable development of municipal territories, which are not self-sufficient in terms of natural resources, as their “balanced ecological, social and economic development which provides renewal of all necessary resources by purchasing them at the expense of the means received from selling goods and services produced in the territory” (1).

2. Sustainable development planning of cities, towns and rural localities (municipal bodies of the first hierarchal level) can be rationally combined with developing strategies and general plans of their development, which can be more efficient after getting familiar with the
nных образований 1-го иерархического уровня) рационально совместить с разработкой стратегий и генпланов их развития, приступать к которому целесообразней уже имея представление о схеме территориального планирования района, в состав которого они входят.

3. Проектированию устойчивого развития обязательно должен предшествовать этап комплексной оценки природно-ресурсного потенциала развития территории.

4. С целью комплексной оценки природных ресурсов муниципалитета рекомендуем применять, малозатратный «метод экспертной экспресс-оценки природного потенциала устойчивого развития территории», разработанный в г. Королеве с использованием опыта ведущих экспертов в данной области (2).

5. Метод экспертной экспресс-оценки природного потенциала устойчивого развития успешно применялся нами в ходе практической реализации Российско-итальянского, Королёвского и Сиверского проектов (3).

6. С целью анализа тенденций и результатов развития нами разработана и применяется муниципальная система индикаторов устойчивого развития (1).

7. Для графического отображения и анализа процессов развития территорий нами успешно использован и рекомендуется к практическому применению методика предложенная Н.Д. Матрусовым (4).

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Complex Evaluation of Natural Potential of Sustainable Development of Municipal Territories by the Example of the Urban district of Korolyov and Siver / Collection of materials of the thematic research and practice conference “Scientific Potential of the Moscow Region- for Sustainable development of the Territories of the Central Region of Russia”, 2009.

О ДЕЯТЕЛЬНОСТИ НАЦИОНАЛЬНОЙ КОМИССИИ РЕСПУБЛИКИ КАЗАХСТАН ПО ДЕЛАМ ЮНЕСКО И ИСЕСКО В ОБЛАСТИ ОБРАЗОВАНИЯ ДЛЯ УСТОЙЧИВОГО РАЗВИТИЯ

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CONCEPT OF EDUCATION FOR SUSTAINABLE DEVELOPMENT IN THE ACTIVITIES OF KAZAKHSTAN NATIONAL COMMISSION FOR UNESCO AND ISESCO

by Dr. Zhanat Zakiyeva, Councillor of Kazakhstan National Commission for UNESCO Ministry of Foreign Affairs of the Republic of Kazakhstan

Today literacy level in Kazakhstan is 99,5% or 8th world index. In 2008 Kazakhstan is among 50 countries of the world by quality of education. Access to Internet – 98% of secondary schools. In 5 years a number of Internet-users grew from several thousands up to more than 2 mln. Number of students – 1 mln in 181 Universities. Expenditures for education – 4% of GDP.

According to Davos rating Kazakhstan occupies 51st place on the quality of education in the world. By UN rating – 79th place among 177 states with the HDI of 0,774. According to ADB evaluation – 1st place by the EFA Index (secondary education) and 14th place among 177 states by the literacy level.

Significant progress in achieving of the goals of the UNESCO: Programme “Education For All” (EFA) and introducing the information and communication technologies (ICT) in education, developing of the tradition of intercultural dialogue and diversity, creating bridges between the East and West cultures.
There are priorities which are Quality of Education; Life Learning Education.

During 1998–2008 financing of education was increased in 8.5 times and consisted 4% of GDP.

Total number of students is 4.5 mln, number of students in the universities 1 mln.

There are 181 universities (one university per 82,8 thousand people, 8 thousand schools.

Within the frames of the State Programme “Bolashak” (Future) during 15 years more than 4000 young people due to state grants graduated from 640 universities of the world.

Key issues for Education for Sustainable Development (ESD) are poverty reduction, sustainable livelihoods, climate changing, human rights, gender quality, corporate social responsibility, protection of indigenous cultures.

Conception of Development of Kazakhstan is based on the concept that Education is one of the effective ways of poverty reduction, improvement of quality of human resources, increase of intellectual potential of the society.

Poverty level during 2002–2008 decreased from 35% up to 9% (average poverty level in the region is 44%).

National priorities are development of modern education, life-long education, informatisation of education.

National Project “Intellectual Nation – 2020” includes information development, IT, spiritual education of the youth or humanization of education.


National project “Establishment of 20 intellectual schools”, National project “Intellectual Nation – 2020”, "State programme of professional education, International accreditation of the universities Goals of Kazakhstan National Commission in the field of ESD meets the goals of EFA and MDG.

Associated Schools Project Network, UNESCO Chairs and UNITWIN networks, Early childhood, pre-school education, Teachers’ training, Long Life Education, Cultural diversity, World heritage, Water resources, Biosphere reserves.

Programmes and Projects – maintenance of the sustainable development and renewable sources of energy, reforms of the educational system, innovation development and improvement of the “knowledge society” conception, safeguarding of cultural and natural heritage, inter-confessional conciliation, positive development of the dialogue among cultures and civilizations, with use of the scientific potential and financial opportunities of the UNESCO and ISESCO for the interests of Kazakhstan.

Also, Education for All, Programme “Pre-school education”, “Gender Education”.

In the field EFA Kazakhstan has been recognized by UNESCO as the leader in the region. Pre-school education – kazakhstani experts introduced a new standard for pre-school education. Country participated in the annual Meetings of EFA National coordinators.
THE REGULARITY AND COHERENT METHODS OF FORMATION OF NANO-IDENTIFIERS BY ELECTROMAGNETIC FIELDS FOR THE PURPOSE OF PROTECTION OF CULTURAL VALUABLES

Dr. Vladimir Vasilyevich Maklakov, professor

Nowadays the problem of nano-identifiers is becoming more important for providing sustainable development of society. The scale of falsifications demands elaborating conceptually new technical methods of reaction on falsification of objects of cultural heritage.

We propose a conceptually new technology of identification and protection of works of art and culture based on the discovered by us radio-physical effects of interaction of electromagnetic fields with various materials. It has been discovered that coherent impulses of a large pulse power can under certain conditions cause a change in the tensor of dielectric permeability of 3D-nano-structures of substances at the atomic-molecular level. The discovered phenomenon allows forming local areas of “hyper wakefulness” with new distinctive characteristics. A technology has been developed for forming such conditions in three groups of materials: nonorganic, organic and bioorganic. The identifier, or an “electric watermark”, created by coherent electromagnetic fields provides in the material a unique code of information with a resonant remote response to
The proposed technology allows forming identifiers of different products, certificates of conformity and other documentation. The flexibility of the new technology allows coding the identifier for each work of art individually or for certain types. Electronic identifiers do not change the external appearance of objects; in fact, they provide a possibility for developing new elements of design with a multilevel coding.

Thus, the proposed protection technology will make it possible to create a unified informational system accompanying a work of art which will eliminate a possibility of falsification. This technology is protected by patent of the Russian Federation No. 2246759, 2005 and an application for an international patent of the Patent Cooperation Treaty No. 0001, 2006.

The technology we propose has no parallel in the world and is awarded gold medals at the World Expo of Inventions in Brussels (Belgium) and the International Expo of Innovations in Geneva (Switzerland). We carried out researches for such customers as the Ministry of Defence of the Russian Federation, Gosznak and the Russian Academy of Sciences.

The coherent radiation used in this technology is ecologically safe for people and the environment.
On September 17–18, 2009 the round table meeting “The Activity of the UNESCO Chairs on Social Issues for Sustainable Development” was held within the framework of the international congress of the UNESCO chairs, dealing with sustainable development.

The representatives of the UNESCO chairs, interested in the studying the social aspects of sustainable development of modern society, took part in the round table session of the congress.

Having listened to the speakers and having discussed the reports of the representatives of the UNESCO chairs on social issues and sustainable development, the participants of the round table session emphasize:

– the topicality of D.A. Medvedev, the President Of Russian Federation’s initiatives on social, economic and political development of Russia, pointed out in the Article “Set forward, Russia” and other speeches of the President

– the need for a common standard in the field of education and sustainable development, including the recommendations on defining the levels of difficulty and professional competence. The need for the skills of responsible decision making in social and cultural sphere and for teaching to implement these decisions on practice. It is possible by means of using imitational models and games.
– the need for the promotion of consumption culture among people for sustainable social and economical development of countries and regions, consulting the consumers in the area of environmental, social and economic consequences of their preferences and actions

– the need for the elaboration of methodological bases for sustainable production, food and energy consumption, the integration of the issues of environmental protection and the strategy of the developing the key economic clusters of a state or a region.

– the need to search new ways of updating young people to promote the culture of healthy lifestyle and to prevent such socially dangerous diseases as alcohol addiction, drug addiction and smoking.

– the formation of the information culture of the population and the liquidation of informative inequality is the most important challenge of a global information society. Thus the actual educational problem of the UNESCO chairs is an education of the citizens, engrafting the readiness for transnational communications and intercultural dialogue in social and consumer networks.

– the increasing need for different types of informal supplementary education, which lets quickly and efficiently meet constantly changing social and cultural and educational needs of a person, develop the motivation for learning, develop the information culture both of a person and a society as a whole.

The UNESCO chairs, studying the social aspects of the sustainable development of a modern society, include into their programs the organization and carrying out of interdisciplinary and multidisciplinary educational courses for different target groups, widely apply the technologies of on-line education for the organization of informal supplementary
education of the population, carry out the researches of social issues of the development of a global information society and sustainable production and consumption.

For the extension and intensification of the cooperation of the UNESCO Chairs on social issues for sustainable development it’s necessary:

– to use more widely the new facilities of a global information society in the establishing of international social networks for the exchange of knowledge, initiatives and projects

– to develop the cooperation of scientists for joint elaboration of interdisciplinary academic and educational courses, training guides and books, carrying out the researches for the sustainable development of regions, forming the information culture of the population, the liquidation of information and economic inequality

– to make international student teams for conducting new social projects, researches, which will allow to train the specialists of new level, having not only professional skills, but also being able to conduct intercultural dialogue, be tolerant to other ethnics and cultures.

On the basis of the discussion of the reports and the presentations the following recommendations were offered for their including into the protocol with the decisions of the Congress of the UNESCO chairs:

1) Establishing the international network of transfer of social initiatives and projects for gathering, analysis, estimation and the exchange of social initiatives and projects, the formation of information culture of the population to activate the network interaction of the UNESCO chairs in solving the social problems for sustainable development of the society
2) Creating of united virtual platform for the Russian UNESCO chairs to present major elements of material and cultural heritage of RF regions and to form virtual space of material culture of the regions, to preserve and develop cultural diversity of Russia, to extend access to the regional and local culture for the population of Russia and world society as a whole.

3) Paying special attention to the developing the joint academic and educational programs, carrying out the joint interdisciplinary researches by the UNESCO chairs, aimed at the liquidation of information inequality of the population in different regions/countries.

4) Considering the promotion of consumption culture among the people for reducing the negative influence on a human and the environment, decreasing energy and resources as one of the top tasks of the UNESCO chairs.

5) Considering working out the programs aimed at prevention of socially dangerous diseases (drug-addiction, alcohol addiction, smoking, etc.) by UNESCO chairs as necessity.

6) Supporting the conceptual ideas and proposals by D.A. Medvedev on modernization of state and society, based on the paradigm of sustainable development.

7) Proposing to create standart in the sphere of education for sustainable development.

8) Using such new teaching techniques as imitational modeling and business role-play to form practical skills of decision making in the social and cultural spheres.

9) Contributing in every possible way to the preservation of cultural and natural heritage for the sustainable development of a region/country, to plan and coordinate the UNESCO chairs’ researches in the field of protection and sustain-
и координировать научные исследования в области охраны и устойчивого использования культурного и природного наследия. Уделить большее внимание международному региональному сотрудничеству в сфере туризма как механизму устойчивого развития.

10) Развивать партнерские связи и механизмы взаимодействия кафедр ЮНЕСКО в сфере социальных вопросов устойчивого развития общества путем организации академической мобильности преподавателей и студентов, развития совместных междисциплинарных и мультидисциплинарных научных исследований и проектов.

11) Оказывать помощь, особенно развивающимся странам и странам переходного периода в преодолении информационного неравенства и формировании культуры устойчивого потребления.

12) Повышать качество учебных программ и курсов, разрабатываемых кафедрами ЮНЕСКО, с целью формирования социально ответственных граждан и преодоления информационного неравенства.

13) Организовать международную конференцию под эгидой ЮНЕСКО «На перекрестке великих цивилизаций: сохранение культурно-исторического наследия Нижнего Поволжья в интересах устойчивого развития региона» в г. Астрахани в сентябре 2010 г.

14) Организовать проведение Международной научно-практической конференции под эгидой ЮНЕСКО «Электронная культура – XXI век» в г. Астрахани в октябре 2011 г.

Для реализации данных рекомендаций участники заседания просят поддержать следующие инициативы:

1. «Международная сеть трансфера социальных инициатив и проектов для устойчивого развития регионов и формирования информационной культуры

able usage of cultural and natural heritage. Paying more attention to the international and regional cooperation in the sphere of tourism as to a mechanism of sustainable development.

10) developing the partner communication and mechanisms of the UNESCO chairs’ interaction in the sphere of social issues of sustainable development of the society through the organization of the academic mobility of teachers and students, the working out joint interdisciplinary and multidisciplinary researches and projects.

11) rendering the assistance especially to developing countries and transition countries in the liquidation of information inequality and the formation of the sustainable consumption culture;

12) improving the quality of academic programs and courses, developed by the UNESCO chairs, for the developing socially responsibility of the citizens and the liquidation of information inequality.

13) organizing the large international conference “At the Crossroads of Great Civilizations: the Preservation of Cultural and Historical Heritage of the Lower Volga region for the Sustainable Development of the Region” in September 2010 in Astrakhan.

14) organizing the international scientific and practical conference under the auspices of UNESCO “Electronic Culture – XXIst Century” in October 2011 in Astrakhan.

For the implementation of the above mentioned recommendations the participants of the session ask to support the following initiatives:

2. «Международное сотрудничество кафедр ЮНЕСКО для развития устойчивого потребления через потребительские сети» на базе кафедры ЮНЕСКО «Обучающееся общество и социально-устойчивое развитие» Астраханского государственного университета.

3. Поддержать развитие проекта «Транзит – Р» КИУЭС (г. Королев) по созданию международной низкоорбитальной инфомагистрали университетов России и кафедры UNITWIN (низкоорбитальный спутник ЮНЕСКО) в краткосрочной и среднесрочной перспективе.

4. Провести в марте 2010 г. международную научно-практическую конференцию «Регионы для устойчивого развития РФ» под эгидой ЮНЕСКО на базе кафедры ЮНЕСКО Новосибирского государственного университета «Устойчивое развитие, науки об окружающей среде и социальные проблемы».


6. Провести в ноябре 2010 г. конференцию под эгидой ЮНЕСКО «Российские регионы в прошлом, настоящем и будущем: поиск путей устойчивого развития» на базе кафедры ЮНЕСКО Академии управления «ТИСБИ» (г. Казань, Республика Татарстан).

7. Рекомендовать провести конгресс кафедр ЮНЕСКО по вопросам искусства и художественного воспитания по инициативе кафедры ЮНЕСКО изобразительных искусств и архитектуры Российской Академии Художеств.

Project 2: “The International Cooperation of the UNESCO Chairs for the Development of Sustainable Consumption through Consumer Networks”

3. To support the development of the project “Transit-R” PSENMCS (Korolev) for the creation of the international low-orbit info trunk of the Russian universities and the UNITWIN (the UNESCO near-earth satellite) in the near-term and medium-term perspective.

4. To hold in March 2010 the international technical-scientific conference “The regions for the sustainable development of Russia” under the sponsorship of the UNESCO department of Novosibirsk State University “The sustainable development of the environmental sciences and social problems”.

5. To hold in April 2010 the contest for the schoolchildren “More information for the strong nation” on the basis of UNESCO department “The healthy lifestyle is the guaranty of the successful development” of the Moscow State Medical and Stomatological University.

6. To hold in November 2010 the conference under the UNESCO sponsorship “Russian regions in the past, present and future: searching for the ways of the sustainable development” on the basis of UNESCO department of the Academy of the management “TISBY” (Kazan, Tatarstan).

7. To recommend to hold the congress of the UNESCO art and art education departments on the initiative of UNESCO fine art and architecture department of the Russian Academy of Arts.
Участники Международного конгресса кафедр ЮНЕСКО по образованию в интересах устойчивого развития (ОУР), состоявшегося в Ханты-Мансийске (Российская Федерация) 17–19 сентября 2009 года

• Принимая во внимание принципы, заявленные Десятилетием ООН по образованию в интересах устойчивого развития (ДОУР, 2005–2014 гг.), и понимая их социальную, культурную, экологическую и экономическую значимость;
• Исходя из рекомендаций Всемирной конференции ЮНЕСКО по образованию в интересах устойчивого развития (Бонн, Германия, 31 марта – 2 апреля 2009 года), Всемирной конференции по высшему образованию (Париж, Франция, 5–8 июля 2009 года), 48-й Международной конференции ЮНЕСКО по образованию «Инклюзивное образование: путь в будущее» (Женева, Швейцария, 25-28 ноября 2008 года), а также во исполнение решения 182-й сессии Исполнительного совета ЮНЕСКО (документ 182 EX/8);
• Признавая, что ОУР основано на таких всехчеловеческих ценностях, как гуманизм, справедливость, ответственность, доверие, и способствует гармонизации взаимоотношений человека и природы, развитию гендерного равенства, социальной консолидации, сни-

Participants of the International Congress of UNESCO Chairs on Education for Sustainable Development (Khanty-Mansiysk Declaration)

ПУ
Участники Международного конгресса кафедр ЮНЕСКО по образованию в интересах устойчивого развития (ОУР), состоявшегося в Ханты-Мансийске (Российская Федерация) 17–19 сентября 2009 года

• Taking into account the principles of the UN Decade on Education for Sustainable Development (2005-2014) and recognizing their social, cultural, ecological and economic importance;
• Following up on recommendations of the UNESCO World Conference on Education for Sustainable Development (Bonn, Germany, 31 March – 2 April 2009), World Conference on Higher Education (Paris, France on 5 – 8 July 2009), UNESCO 48th session of the International Conference on Education “Inclusive Education: the Way of the Future” (Geneva, Switzerland, 25-28 November 2008) and following the decision of 182nd session of the UNESCO Executive Board (182 EX/8);
• Recognizing that ESD is based on such human values as humanism, justice, responsibility, credibility and encourages harmonization of relationships between humans and nature, development of gender equality, social consolidation, poverty reduction, and convergence between developed and developing countries;
• Confirming that sustainable development involves peaceful future, univer-
жению уровня бедности, конвергенции развитых и развивающихся стран;

- Подтверждая, что устойчивое развитие предполагает мирное будущее, всестороннее соблюдение прав человека и постоянную заботу о состоянии природной среды;

- Учитывая, что основу образования для устойчивого развития должны определять философские, научные, культурологические и экологические составляющие, ориентированные на поддержание высокого качества жизни во всех регионах Земли;

- Будучи убеждены в необходимости консолидации усилий университетов, кафедр ЮНЕСКО и сетей ЮНЕСКО/УНИТВИН как важных механизмов достижения целей ДОУР

Призывают:

ЮНЕСКО

- Создать на базе межсекторальной платформы по ОУР Интернет-портал в целях размещения учебно-методических материалов по ОУР, стратегий и планов действий по ОУР стран-членов ЮНЕСКО, а также качественные индикаторы их осуществления;

- Сформировать группу экспертов по ОУР, состоящую из руководителей кафедр ЮНЕСКО, ведущих ученых, педагогов, представляющих все региональные группы;

- Оказывать содействие в создании и развитии международных сетей кафедр ЮНЕСКО по различным аспектам образования для устойчивого развития.

На международном уровне:

- Способствовать развитию академической мобильности, обмену практиками и программами в рамках сети УНИТВИН/кафедры ЮНЕСКО;

- Оказывать содействие всем странам, особенно развивающимся и странам с переходной экономикой, в разработке методов междисциплинарных

sal respect for human rights, and continuing concern for the environment;

- Considering that philosophical, scientific, cultural, and ecological components, targeted to sustain high living standards in all regions of the world, form a basis for education for sustainable development;

- Convinced in the necessity of consolidation of efforts of universities, UNESCO Chairs and UNESCO/UNITWIN networks that serves as important modalities to achieve DESD goals

Call for actions and request:

UNESCO

- Create on the basis of the intersectoral platform for ESD the Internet-portal for placing educational and methodological materials on ESD issues, ESD strategies and action plans of UNESCO member-states, and qualitative indicators of their implementation;

- Form an ESD expert group, which is to include Heads of UNESCO Chairs, and leading scientists and educators, which represent all regional groups;

- Support the establishment and development of international networks of UNESCO Chairs related to different aspects of the education for sustainable development.

At international level:

- Support academic mobility and practice and programme exchange in the framework of UNESCO/UNITWIN network;

- Assist all countries, in particular, developing countries and countries in transition, in development of methods for interdisciplinary research for incorporating education for the sustainable development into educational programmes;

- Promote ESD through co-ordinated inter-sectoral/inter-ministerial approaches involving large social partner-
Section “Social Issues”

- Support the development of existing international, regional and national cooperative mechanisms of ESD focused on protection of cultural diversity;
- Foster constructive dialogue for ESD policy development applying data from relevant research, monitoring and evaluation strategies, promote recognition and exchange of accumulated experience and good practices;
- Promote the proclamation of 2011 as the Teacher’s Year, which should be stated as the UNESCO memorable date, based on the UNESCO’s experience with 5 October as the Teacher’s Day and experience of the Russian Federation having 2010 as the Teacher’s Year, and facilitate work of international society with regard to this event.

At national level:
- Develop harmonized indicators to measure the effectiveness of ESD implementation;
- Support an introduction of innovative information and communication technologies for ESD by creating conditions for improving and modernizing courses of UNESCO Chairs and establishing cooperation with universities from other countries;
- Encourage introduction of ESD throughout all phases of education;
- Promote activities in the sphere of additional and non-formal education for supporting training of qualified ESD educators through organization of courses, summer schools, competitions, development of distance education;
- Assist in increase of youth involvement in ESD development and implementation; to utilize potential, solidarity and dedication of youth organizations in enhancement of ESD; to support young
образования в поддержку подготовки квалифицированных преподавателей в области ОУР путем организации курсов, летних школ, конкурсов, развитие дистанционного образования и т.д.

• Содействовать повышению вовлеченности молодежи в развитие и реализацию ОУР; использовать потенциал, солидарность и инициативность молодежных организаций для развития ОУР; оказывать поддержку молодым специалистам в самостоятельном решении различных вопросов и проблем, связанных с ОУР;

• Повышать осведомленность и понимание вопросов устойчивого развития среди широкой общественности средствами образования и с использованием СМИ.

Участники Конгресса выражают надежду на то, что проведенные в его рамках дискуссии привлекут широкое внимание общества и получат отзыв международной общественности, политиков, специалистов в области образования, ученых и будут содействовать утверждению ценностей, необходимых для гармоничного и устойчивого развития современного общества.

Участники Международного конгресса кафедр ЮНЕСКО по образованию в интересах устойчивого развития благодарят Правительство Ханты-Мansiйского автономного округа – Югры, Комиссию Российской Федерации по делам ЮНЕСКО, Бюро ЮНЕСКО в Москве, Координационный комитет кафедр ЮНЕСКО Российской Федерации за проведение Конгресса и Межгосударственный фонд гуманитарного сотрудничества стран-участниц СНГ.

Участники Конгресса также приняли резолюции трех круглых столов (по проблематике образования, экологии и социальным аспектам устойчивого развития), которые состоялись в его рамках.

people to solve independently different issues and problems of ESD;

• Strengthen a familiarization with and understanding of sustainable development issues among a wide society through education and mass media.

The participants of the Congress express hope that the held discussions will attract wide public attention and receive international responses from public, politicians, ESD experts and scientists, and will contribute to confirmation of values, required for harmonized and sustainable development of the modern society.


In addition the participants of the Congress adopted resolutions of three round-tables (on education, environment and social aspects of sustainable development), which were held in the framework of the Congress.
16 ноября 1945: на встрече в Лондоне представители 37 стран принимают Устав ЮНЕСКО, который вступает в силу 4 ноября 1946 г., после ратификации 20 государствами.

1948: ЮНЕСКО рекомендует государствам-членам сделать бесплатное начальное образование обязательным и всеобщим.

1952: Межправительственная конференция, созванная ЮНЕСКО, принимает Всемирную Конвенцию об авторском праве. После окончания Второй Мировой войны Конвенция способствовала распространению режима защиты авторских прав на многие государства, не являвшиеся участниками Бернской Конвенции по защите литературных и художественных произведений (1886 г.).

1956: ЮАР выходит из ЮНЕСКО под предлогом того, что некоторые публикации ЮНЕСКО равнозначны «вмешательству» во внутренние дела государства в области расовой политики. ЮАР вновь присоединилась к ЮНЕСКО в 1994 год под руководством Нельсона Манделы.

1958: Открытие постоянной штаб-квартиры ЮНЕСКО в Париже, спроектированной Марселем Броиёром (США), Пьером Луиджи Нерви (Италия) и Бернаром Зерфюсом (Франция).

1960: Начало Нубийской кампании в Египте по перемещению храма Абу-Симбел с целью предотвращения его затопления Нилом в результате строительства Асуанской плотины. В ходе двадцатилетней кампании были перемещены 22 памятника и архитектурных комплекса. Это первое и самое крупное мероприятие из серии кампаний, направленных на сохранение архитектурных памятников, среди которых Моендхо-даро (Пакистан), Фес (Марокко), исторические памятники в долине Катманду (Непал), храмовый комплекс Боробудур (Индонезия) и Акрополь (Греция).

1968: ЮНЕСКО организует межправительственную конференцию с целью приведения развития с окружающей средой, получившего название «устойчивое развитие». Это привело к созданию программы ЮНЕСКО «Человек и биосфера».


1974: Его Святейшество Папа Римский Павел VI присуждает ЮНЕСКО Премию мира имени Иоанна XXIII.

1975: В Токио под эгидой ООН и ЮНЕСКО открывается Университет Объединенных Наций.

1978: ЮНЕСКО принимает Декларацию о расе и расовых предрассудках. В последующих докладах Генерального директора по этому вопросу содержится критика псевдоучебных оснований расизма.

1980: ЮНЕСКО издает два первых тома Общей истории Африки. В этой серии появляются книги и о других регионах, в частности, о Центральной Азии и Карибском регионе.

1984: США выходит из ЮНЕСКО ввиду несогласия с системой управления и по другим спорным вопросам. Великобритания и Сингапур выходят из организации в 1985 г. Бюджет ЮНЕСКО значительно сокращается.

1990: Всемирная конференция «Образование для всех» (Джомтьен, Таиланд) положила начало международному движению по обеспечению базового образования для всех детей, молодежи и взрослых. Десять лет спустя в Дакаре (Сенегал) был проведен Всемирный форум по образованию, который призвал все правительства обеспечить базовое образование для всех к 2015 году.


1997: Великобритания возвращается в ЮНЕСКО.

1998: ООН поддерживает Всеобщую Декларацию о геноме и правах человека, разработанную и принятую ЮНЕСКО в 1997 году.

1999: Генеральный директор Коитиро Мацуура предпринимает крупные реформы по реструктуризации и децентрализации персонала и деятельности ЮНЕСКО.

2001: Генеральная конференция ЮНЕСКО принимает Всеобщую Декларацию о культурном разнообразии.

2002: США объявляют о своем решении вернуться в ЮНЕСКО.

2009: Ирина Бокова избрана на пост Генерального директора ЮНЕСКО.