



UNESCO chair for Sustainable Development
Al Farabi Kazakh National University



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INTERNATIONAL INFORMATION BULLETIN

In this issue:

- International Webinar
«The strengthening of university role in the implementation of SDGs»
- International project
"Platform for Education and Training of Journalists" with the support of the UN-UNESCO International Communications Development Program



DEAR FRIENDS!

We present to your attention an electronic Newsletter, which is published on the initiative of the UNESCO Chairs of the Al-Farabi Kazakh National University: the UNESCO Chair for Sustainable Development of the Faculty of Geography and Environmental Sciences and the UNESCO Chair for Journalism and Communications of the Faculty of Journalism.

On the pages of this publication, you will get acquainted with the most striking and significant events in the life of our University and the scientific and educational community of the countries - partners in the field of sustainable development, which are aimed at realizing the values of UNESCO to promote the development of a just world based on the principles of solidarity through education, science and culture.

We will be grateful to receive your feedback and suggestions for cooperation!

Sincerely, Editorial Board

NOTE:

- The INFORMATION BULLETEN has been published since 2023 once a quarter.
- The INFORMATION BULLETEN is pushed under the editorship of the UNESCO Chairs of the Al-Farabi Kazakh National University.
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ТҰРАҚТЫ ДАМУ БОЙЫНША ЮНЕСКО КАФЕДРАСЫ

The UNESCO Chair for Sustainable Development is a unique international chair in the CIS. Its goal is to train specialists in the field of sustainable innovative development with professional competencies at the level of international standards. The qualified teaching staff trains specialists in the direction: environment, including a group of educational programs in ecology, geoecology and environmental management (bachelor's, master's and PhD studies) and in the direction: hygiene and labor protection at work, including life safety and environmental protection (bachelor's, master's studies). The teaching staff are actively engaged in scientific work on international (ISTC, Tempus, etc.) and national projects, including the "green office" into university practice, hold international conferences, seminars, cooperate with universities in the US, EU and Central Asia.

Тұрақты даму бойынша ЮНЕСКО кафедрасы ТМД кеңістігіндегі бірегей халықаралық кафедра болып табылады. Оның басты мақсаты—халықаралық стандарттар деңгейінде кәсіби құзыреттілікке ие тұрақты инновациялық даму саласындағы мамандарды даярлау. кафедра өзінің профессорлық-оқытушылық құрамы бойынша бірегей болып табылады. Онда әртүрлі бағыттағы мамандар, атап айтқанда географиялық, биологиялық, техникалық және химия ғылымдарының докторлары мен кандидаттары шоғырланған, олардың қызметі қоршаған ортаны қорғау және геоэкожүйелерді сақтау саласындағы практикалық міндеттерді шешуге, сондай-ақ ТМД шеңберінде бағдарламаларды іске асыруға бағытталған. Тұрақты даму бойынша ЮНЕСКО кафедрасы Экология және тұрақты даму бойынша зерттеулердің, оқытудың, ақпарат пен құжаттаманың интеграцияланған жүйесін насихаттайды. Кафедра қоршаған ортаны қорғау негіздері бойынша іргелі дайындығы бар, экологиялық үрдістерді зерттеудің, модельдеудің және болжаудың заманауи әдістерін меңгерген және күрделі экологиялық мәселелерін шешуге қабілетті экология, тіршілік қауіпсіздігі және орнықты даму саласында жоғары білікті мамандар даярлайды. Жалпы, Тұрақты даму бойынша ЮНЕСКО кафедрасында қоршаған орта бойынша білім беру бағдарламаларының тобын (бакалавр, магистр және философия докторы деңгейлері) қамтитын қоршаған орта бағыты бойынша мамандар даярланады:

- 6B05202 - Экология
- 6B05201 - Геоэкология
- 6B11201 - Тіршілік қауіпсіздігі және қоршаған ортаны қорғау
- 6B11202 - Экологиялық инженерия (жаңа)
- 7M05211 - Экология
- 7M05212 - Экология (Қытаймен)
- 7M05213 - Экология және табиғатты пайдалану (Белгу Қос дипломымен)
- 7M05216 - Экологиялық Топырақтану
- 7M05209 - Геоэкология және табиғатты пайдалануды басқару
- 7M11201 - Тіршілік қауіпсіздігі және қоршаған ортаны қорғау
- 7M11202 - Өнеркәсіптегі кешенді Менеджмент және қауіпсіздік аудиті
- 8D05207 - Экология

Кафедраның ғылыми-зерттеу бағытында жасалып жатқан жобалар өте ауқымды және заманауи экологиялық мәселелерді шешуге бағытталған. Айта кетер болсақ, «Қазақстанның оқу орындарында Жасыл кеңсе қағидаттарын енгізу» жобасы. Бұл жоба Qazaq Geography қолдауымен жүзеге асырылды және "Жасыл көпір" идеясын жүзеге асыруға жастарды тарту үшін республиканың оқу орындарында жасыл кеңселер желісін құруға және үйлестіруге бағытталған. «Ластанудың жекелеген көздерінің аумақтың жалпы экологиялық жағдайына қосқан үлесін сараптамалық бағалауды объективтендіру әдісін әзірлеу» жобасы. Мұндағы зерттеудің мақсаты –қорлық, картографиялық және статистикалық деректердің көпөлшемді статистикалық және сараптамалық үлгілері негізінде аумақтың жалпы экологиялық жағдайына жекелеген ластану көздерінің үлесін сараптамалық бағалауды объективтендіру алгоритмін алу болып табылады. Сонымен қатар Ғылыми-білім беру жобаларына арналған халықаралық гранттар бар: “Internal Compliance Program Models for the Nuclear, Chemical, Biological, and Radiological Sectors”, “Export control and nonproliferation database”.

Халықаралық байланыстар бойынша жақын және алыс шетелдердің университеттерімен және зерттеу орталықтарымен келісімшарттар бар: Ресей халықтар достығы университеті, Ланчжоу университеті, Солтүстік-Шығыс педагогикалық университеті, Белгород мемлекеттік университеті, Ресейдің Тұңғыш Президенті Б. Н. Ельцин атындағы Орал федералды университеті, Оңтүстік Орал мемлекеттік университеті, Харбин сауда университеті, "Оңтүстік Орал мемлекеттік университеті" (Челябинск қ., Ресей), "Белгород мемлекеттік университеті" (Белгород қ., Ресей), Ресей халықтар достығы университеті (Мәскеу қ., Ресей), "Дубна" мемлекеттік университетінің қосымша білім беру орталығы (Дубна қ., Ресей).

THE ROLE OF UNIVERSITIES IN ACHIEVING THE SDGs



On February 3, 2023, the International Webinar «THE STRENGTHENING OF UNIVERSITY ROLE IN THE IMPLEMENTATION OF SDGs» was successfully held at Al-Farabi KazNU. It is organized by the UNESCO Chair for Sustainable Development of the Faculty of Geography and Nature Management with the assistance of the Institute for Sustainable Development of our university.

Higher education institutions are an important stakeholder that shares the responsibility of the entire international community to achieve the 17 UN Sustainable Development Goals (SDGs) of the 2030 Agenda.

«Kazakhstan has made long-term commitments to achieve carbon neutrality. In fact, our country was one of the first to ratify the Paris Agreement. Following this, we formulated an ambitious but well-thought-out policy that is aimed at diversifying the economy and promoting renewable energy sources and sustainable technologies, » said President of Kazakhstan Kassym-Jomart Tokayev at the Abu Dhabi Sustainable Development Summit (January 2023).

For the timely implementation of the planned SDGs, Kazakhstan and other countries of the world need highly qualified specialists, managers and researchers in the field of advanced technologies, the quality training of which should be provided by universities.

More than 50 people took part in the Webinar, including representatives of the National Commission of the Republic of Kazakhstan for UNESCO and ISESCO, universities in Kazakhstan and around the world - Italy, France, USA, Canada, Haiti, Nigeria, Kyrgyzstan, Uzbekistan, Azerbaijan and others.



The purpose of the Webinar is to assess the contribution of universities in achieving the SDGs, strengthen international cooperation and promote the implementation of joint initiatives aimed at transforming knowledge for a sustainable future.

Asel Bekbolatovna Uvalieva, Vice-Rector for Operations addressed the participants with a welcoming speech, who emphasized that the Kazakh National University provides all possible support to scientific research and educational activities aimed at solving the problems of sustainable development of society. She described the Webinar as a landmark event for realizing the leading role of universities in achieving the SDGs.

Ardak Bekenova, Second Secretary of the National Commission of the Republic of Kazakhstan for UNESCO and ISESCO, noted the importance of the issues raised at the Webinar for our country, and the exchange of experience between foreign universities and universities in Central Asia will contribute to the development of a unified strategy in the implementation of the SDGs by the academic community.

Speakers at the Webinar stated that modern universities are INTELLECTUAL, INNOVATIVE AND SPIRITUAL CENTERS FOR SUSTAINABLE DEVELOPMENT for their countries and regions, and given the growing pace of internationalization of education for other countries of the World.

Universities really influence sustainable development through their research, quality education and direct participation in society, generating knowledge to solve global problems such as adaptation to climate change, ecosystem conservation and sustainable use of natural resources, energy and resource conservation, including the use of renewable energy sources, the creation of sustainable and smart cities, the introduction of a green economy, and, of course, the development of education and international cooperation for their implementation.

Reports-presentations of: the Honorary professor of the University of Urbino from Italy Almo Farina «Changing the paradigm for the development of new curricula to achieve the Sustainable Development Goals»; Professor of the Department of "UNESCO in the field of education and health" of the State University of Haiti, conducting research at the universities of Canada and France, Obrilant Damus and teacher of the University of Gregory from Nigeria A.F. Nnieka «The Role of the Universities of the South in Implementing the SDGs»; Vice-Rector of Osh State University, Professor T.A. Zhumabaeva and young researcher Eliza Zhunusalieva about the experience of Osh State University in implementing the SDGs in Kyrgyzstan, as well as representatives of KazNU - Deputy Dean of the Faculty of Geography and Environmental Management Aina Rysmagambetova and Head of the UNESCO Department for Sustainable Development Tursynkul Bazarbayeva on scientific, educational and research projects, such as the «Green Bridge through the Generation», the activities of the COMSATS Center for Climate and Sustainability, the Energy - and resource saving Program «Green Office – KazNU», the creation of an interactive ethno-map and its use in educational process, - aroused the well-deserved interest of the audience, accompanied by numerous comments and questions.

It should be noted that the Webinar was held in an atmosphere of open dialogue, goodwill and mutual trust. The main working language was English, which contributed to closer communication between teachers from Kazakhstan and Central Asia with colleagues from far abroad, an increase in the competitiveness of our work, and interest in the exchange of views. On the thorny path to implement the SDGs, universities are at different stages: some are just at the beginning of the journey, others already have solid experience.

Summarizing the reports presented at the Webinar and the discussion that took place made it possible to formulate proposals and recommendations on: improving the training of specialists through bachelor's, master's, PhD programs on the implementation of the SDGs, the creation of new educational programs, training courses of disciplines focused on the acquisition of practical skills and competencies; continuation of scientific research aimed at the introduction of green technologies, advanced methods and techniques of environmental management through participation in international and republican competitions of scientific projects; promotion of student start-ups, associations, unions, volunteer initiatives that help increase the potential of young people in the implementation of educational, scientific and social programs on this topic; strengthening international cooperation of universities for the implementation of the SDGs, developing a NETWORK of universities for the exchange of information, experience and the development of joint interdisciplinary innovative projects using the information and communication online platform "Green Bridge through Generations" <https://greenbridgework.kaznu.kz/>.

The main achievement of the event was the beginning of international network cooperation between universities to implement initiatives in the field of sustainable development, involving interested organizations, international funds, employers from the public and private sectors, and industrial enterprises.

All participants of the Webinar were awarded certificates from our university. They unanimously supported the proposal of KazNU scientists on the advisability of preparing a special issue of the Bulletin of the UNESCO Chair on Sustainable Development based on the materials of the Webinar to disseminate the best practices of universities in the implementation of the SDGs among the UNESCO Chairs of the universities of the world, informing the UNESCO Headquarters in Paris and all interested parties.

***Tazhibayeva Tamara Lashkarovna – Webinar moderator, Associate Professor
Bazarbayeva Tursynkul Amankeldievna – Head of the UNESCO on Sustainable
Development, Associate Professor***

SHIFTING PARADIGMS TO DEVELOP NEW CURRICULA TO ACHIEVE A SUSTAINABLE DEVELOPMENT GOAL

The new challenges posed to the humanity by climatic changes, pandemic diseases and by the growing global economic uncertainty require a deep revolution in thinking and acting of policymakers, stakeholders, and institutions to assure a sustainable development to modern societies.

A real world that changes at increasing speed requires short-term solutions to the new problems that are emerging and a long-term vision to prepare the new generations to decrease the inherent uncertainty of the future.

In this dynamic the university should play a fundamental role offering new educational projects that should meet a sustainable development goal. To achieve this goal is recommended a great effort to renew the curricula and the modalities to transmit knowledge. This process demands responsibility, competencies, wide perspectives, cultural tolerance, interactive attitude, and strong motivations from professors of the universities.

For instance, the ecology curriculum should be revised and tuned on concepts like connection, integration, and interaction to explaining and to describing the flux of information not only



across food webs but also between physical, biological, and socio-cultural and economic domains.

Processes like environmental resilience, and sustainability should be posed in evidence and paired to theories like the General Theory of Resources. Going into details, the revision of the classic formulation of the general ecology based on the nested hierarchy represented by ecosystems, landscapes, communities, populations, and species, opens new perspectives thank to the integration with epistemological, semantic, cyber-

netic and ecosemiotic contributions.

In the eighties the transfer into a spatial dimension of most of the principles stated by the ecological theory, gave new impetus to the environmental studies through the foundation of the landscape ecology that was fruitfully applied to the regional assessment, management, and long-term monitoring.

In the same way, the recent foundation of the new ecological discipline of the ecoacoustics has aroused a growing interest in the sonic domain discovering a multiplicity of ecological functions accomplished by the natural and anthropogenic sounds. Sounds represent a powerful and efficient semeiotic vehicle to exchange information between natural and human-modified systems. The ecoacoustics as a new ecological discipline may have the possibility to illuminate sides of the environment complexity that are still obscure of knowledge contributing to achieve a Sustainable Development Goal to be offered to scholars, policymakers, and stakeholders.

Almo Farina, Honorary Professor of Ecology, University of Urbino, Italy



THE ROLE OF OSH STATE UNIVERSITY IN THE IMPLEMENTATION OF SUSTAINABLE DEVELOPMENT GOALS IN KYRGYZ REPUBLIC

The National Development Strategy of Kyrgyz Republic (KR) for 2018-2040 is aimed at creating an environment for human development, unlocking the potential of every residence of the country, and ensuring their well-being.

The main priorities and factors of human in the development strategy are desire for new knowledge, a healthy lifestyle, and progressive spiritual values. Based on the strategy and Development Program of Kyrgyz Republic, Osh State University (OshSU) developed the "Model of Strategic Sustainable Development of Osh State University for 2023-2026", to realize the goals set out in the 2030 agenda adopted by the UN General Assembly on September 25, 2015. According to the Sustainable Development model, University performs the following tasks: a) balances financial flows, the availability of funds to support the university activities for a certain period of time, that includes responding the received loans and manufacturing products; b) financial aid for education; c) support of the university staff for the social stability of the community; d) qualification of the environmental sustainability of the infrastructure of the university. As a university with the special status, the 4th generation university implements joint scientific, scientific and practical projects to implement 17 sustainable development goals (SDGs). For this purposes, memorandums on SDGs bilateral cooperation agreements between OshSU and the mayor's office of Osh city (24.09.2021), and plenipotentiary representative of the President of Kyrgyz Republic in Osh region were signed (25.02.2021). A special program has been developed for obtaining various documents in electronic form and successfully implemented in the Osh city administration; introduced automated tax patents for the municipal market of Osh; The registration of the "application for an electronic queue" at the Osh City Municipal Mortgage Company was automated. Osh State University was one of the first to start the practice of allocating money for special scientific projects in order to solve universal problems by solving local problems as well. In the 2021-2022 academic year, 5 million som were allocated for 9 projects, 70% of which will be directed to solving problems with a specific goal, such as: "Clean Water" project, "Recycling of waste", "Obtaining vermicompost", "Research of alternative forms of energy", etc. other projects. In Osh region 700,000 som were allocated for the Green Heritage project, and in order to reduce soil erosion, preserve the water regime, protect biodiversity and climate change, they remarked on the need to expand the forest area in the Jalpak-Tash area. With the aim of integrating the SDGs into the Basic education programs, for the 2022-2023 academic year the following subjects were introduced as the university component of the university education: 1. "Sustainable development in higher education"; 2. "Entrepreneurial activity in the professional sphere", for 2nd year students. Created the "Center for Business and Startup of Osh State University", where 12 student startups were supported by donors aimed at implementing the SDGs in the amount of 12 million som. In general, for the 2022-2023 academic year 12 million som were allocated for 14 projects. I am not mistaken if I say that the projects are almost exclusively aimed at addressing the 17 SDGs at the local level. The following are being established: The pharmaceutical training and production complex of OshSU; Educational and production complex "Coordinate geometry, mechanics and robotics"; Center for Pedagogical Experience. Thus, the university successfully implements the Sustainable development goals by integrating them into the educational process and science.



***Zhumabayeva Taasilkan Toktomamatovna - Doctor of Biology, Professor,
Vice-Rector of Osh State University ,Kyrgyzstan***

THE ROLE OF UNIVERSITIES IN THE SOUTH IN THE IMPLEMENTATION OF THE SUSTAINABLE DEVELOPMENT GOALS



To contribute to the implementation of the UN Sustainable Development Goals, universities in the South (in developing countries) must be decolonized. To do this, they must fight against profit-oriented education by teaching what we call global consciousness education, regenerative and restorative pedagogy. The education for profit that is taught in the universities of the North and the South participates in the destruction of knowledge (epistemicides), identities (identicides), cultures (ethnocides), ethnic groups (genocides), natural environments (ecocides) and animals (zoocides). By observing and examining the dark side of this dominant educational paradigm, we realize that the goals of sustainable development will remain a dead letter if alternative paradigms are not opposed. By regenerative and restorative pedagogy, we mean a set of methods and knowledge aimed at regenerating ourselves, others, and the past and present from a perspective of human, ecological and planetary sustainability. It is based on values such as relational ecology and mother earth. Mother Earth is a fundamental value that is found mainly among indigenous people, of whom there are 370 million in 90 countries. In Aymara-Quechua, the term Pacha means nature-world and totality (the union between the world above and the world below or between the telluric and cosmic energies).

If the beliefs and cosmovisions of the indigenous peoples prevent them from separating themselves from nature, it is necessary to give them back a good part of the lands that have been confiscated from them as spoils of war, to respect their right of ownership of their reserves and to stop the process of concreteification of these territories in order to allow them to contribute more seriously to ecological and planetary sustainability. Education to planetary consciousness must be conceived as a global common good accessible to all. It must allow us to be part of a logic of global conviviality which supposes the suppression of anti-sustainable or destructive dichotomies of the planet. The implementation of the objectives of sustainable development must be done within the framework of an alliance between the epistemologies of the North and those of the South. It supposes the questioning of the hierarchy between knowledge, the ecology of knowledge and practices. It supposes the suppression of deleterious and unsustainable dichotomies such as these: us/them (West/rest of the world), civilized/savage, angels/demons (figurative sense), natives/whites, body/spirit, nature/culture, scholars/absolute ignorers, human/non-human, etc.

Obrillant Damus, Ph.D, Associate Professor, University of Sherbrooke, Sherbrooke, Canada, Full professor, State University of Haiti

Ajaegbu Florence Nneka - French lecturer in Gregory University Uturu Abia State, Nigeria

РОЛЬ УНИВЕРСИТЕТОВ В РЕАЛИЗАЦИИ ЦУР. ОПЫТ ВУЗОВ США



The role of universities in achieving the SDGs is multifaceted, through providing knowledge and solutions, creating current and future SDG implementers, ensuring that the principles of the SDGs are adhered to within their own governance, and providing cross-sectoral leadership. Many US universities have adapted their curricula; introduced new bachelor's and master's degrees in sustainable development or new courses of study, created Centers of Excellence in Sustainability, a

Principles for Responsible Management Education platform created to raise the profile of sustainability in higher business schools. The experience of the Ohio University in the collection and disposal of waste is given.

Документ ООН «Повестка дня в области устойчивого развития до 2030 г.» был принят в 2015 г. и 17 ЦУР стали краеугольным камнем этого самого важного глобального соглашения в новейшей истории. Достижение ЦУР зависит от действий, предпринимаемых всеми заинтересованными сторонами – от правительства, бизнеса, гражданского общества до отдельных лиц.

Высшие учебные заведения как производители знаний, в свою очередь, могут внести свой вклад и давать людям возможность изменять свое мышление и работу в направлении устойчивого будущего.

Как университеты могут внести свой вклад в достижение ЦУР?

Австралийская, новозеландская и тихоокеанская Сети решений в области Устойчивого развития (SDSN) в сотрудничестве с Глобальным секретариатом SDSN, находящимся в США, подготовили руководство для университетов и остального академического сектора – практические рекомендации по реализации ЦУР в вузах. Роль университетов имеет решающее значение в этом направлении за счет предоставления знаний и решений для поддержки ЦУР, создания нынешних и будущих исполнителей ЦУР, обеспечения соблюдения принципов ЦУР в рамках их собственного управления, а также обеспечение меж секторального лидерства в реализации ЦУР. Вклад может быть осуществлён в направлениях:

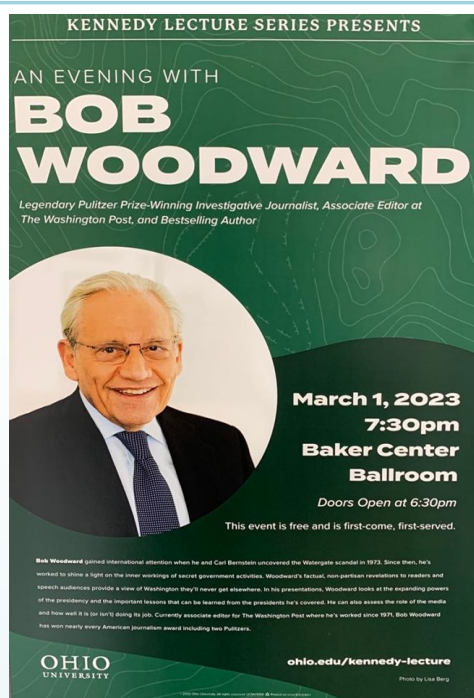
- Образование: предоставление учащимся знаний, навыков и мотивации для понимания и решения задач ЦУР; расширение возможностей и мобилизация молодежи; предоставление углубленной академической и профессиональной подготовки т.д.

Climate and Sustainability Ambassadors

Volunteer along side organizations like Campus Recycling, Campus Grounds, Rural Action to better Athens together!

Some Experiences We Offer include:

- 1 Advocate for sustainability at our Tree plantings
- 2 Model an Eco lifestyle in an upcycling demo
- 3 Keep Athens clean and green!



- Исследования: поощрение и продвижение ЦУР как темы исследований в вузе; поддержка спектра исследовательских подходов, необходимых для достижения ЦУР, включая междисциплинарные и транс дисциплинарные исследования; поддержка и инкубация инноваций; адвокация на национальную поддержку и координацию исследований по ЦУР.

- Управление: согласование структур управления университетов и операционной политики с целями ЦУР.

- Внешнее лидерство: укрепление общественного участия в достижении ЦУР; инициирование и содействие межсекторальному диалогу и действиям по реализации ЦУР; ведущая роль в разработке политики и пропаганде устойчивого развития.

В связи с этим многие университеты США адаптировали свои учебные программы; они ввели новые степени бакалавра и магистра по устойчивому развитию или новые курсы, в которых обсуждается роль устойчивого развития и ЦУР и их практическая реализация. Кроме того, университеты, в частности связанные с бизнесом и управлением, создали Центры передового

опыта в области устойчивого развития для продвижения его концепции и поощрения дальнейшего обучения, партнерства и исследований.

Кроме того, стало обычным делом приглашать лекторов из делового мира для передачи практического опыта применения принципов устойчивого развития в полевых условиях и делиться своим опытом.

Так, например, такие лекции стали привычным явлением во многих вузах США, включая в Университете Огайо. Более того, этот вуз поставил перед собой цель перерабатывать 80% всех образующихся отходов не только в кампусе, но и всего округа Athens. Campus Recycling отвечает за техническое обслуживание, мониторинг, устранение неполадок и модернизацию системы переработки твердых отходов на территории всего кампуса. На этих территориях находится 4 000 единиц утилизации в общежитиях, состоящих из 16 000 контейнеров, 350 баков в служебных квартирах и переработка контейнеров во всех офисах и других помещениях академических, административных и вспомогательных помещений.



Отличная инициатива, призванная помочь американским университетам принять участие в реализации ЦУР – это «Принципы ответственного управленческого образования» (PRME), платформа, созданная для повышения значимости устойчивого развития в высших школах бизнеса, чтобы вооружить нынешних студентов, изучающих бизнес, пониманием и способностью внедрять навыки по прогнозированию будущего.

Знания и опыт, которые могут предложить высшие учебные заведения, являются важными инструментами для продвижения Повестки Дня.

Смаилова Айжан Болаткановна к.ф.н, MBA, Директор института устойчивого развития КазНУ им.аль-Фараби, Visiting Scholar, университет Огайо (США)

ПРИМЕНЕНИЕ ИНТЕРАКТИВНОЙ ЭТНОКАРТЫ В ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММАХ КАФЕДРЫ ЮНЕСКО ПО УСТОЙЧИВОМУ РАЗВИТИЮ КАЗНУ ИМЕНИ АЛЬ-ФАРАБИ

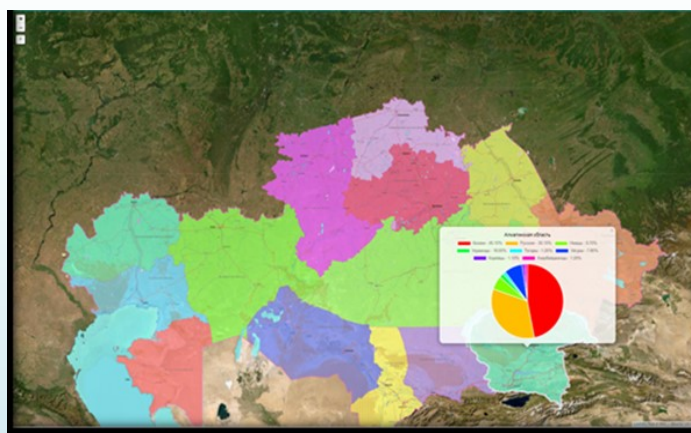
The report discusses the use of an innovative tool in the educational process - the Interactive Ethnographic Scientific Map. It was developed by the University of Central Asia with the participation of the UNESCO Chair for Sustainable Development. This map is used in the training of Master's program 7M05209 - Geoecology and environmental management in the disciplines: "Interstate problems of water use in Central Asia"; "Monitoring of lands using GIS technologies"; "Population Geography with Basics of Demography". Interactive ethnographic scientific map is a digital base in the study of disciplines in the following sections: national composition; migration; economic indicators; ecology.



Working with the Interactive ethno- map allows master's students to improve the skills of independent creative thinking, new knowledge and the development of methods for analyzing alternative projects, taking into account environmental, economic and social assessments of possible environmental changes and the consequences of the negative impact of hazardous natural and anthropogenic phenomena.

При подготовке специалистов Кафедра ЮНЕСКО по устойчивому развитию руководствуется самыми разнообразными инновационными методами и инструментами. Одним из таких является Интерактивная этнографическая научная карта, разработанная Университетом Центральной Азии совместно с нашей кафедрой. Это карта применяется в образовательной программе 7M05209 – Геоэкология и управление природопользованием.

Интерактивная этнографическая научная карта явилась цифровой базой в изучении дисциплины «География населения с основами демографии» по следующим разделам: «Национальный состав»; «Миграция»; «Экономические показатели»; «Экология». Например, в разделе «Миграция» карта используется для объяснения материала по темам:



- Естественное движение населения (смертность и рождаемость);
- Механическое движение населения (въезд и выезд);
- Сальдо миграции (прибывшие и убывшие).

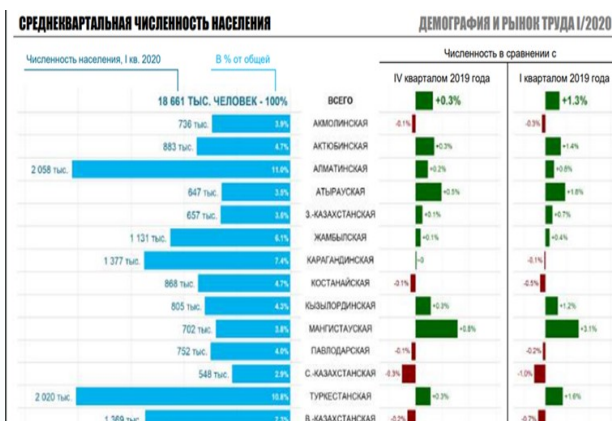
Магистранты с большим интересом применяют данные, заложенные в интерактивной карте, видят перспективу ее использования в своих магистерских диссертациях. Карта является отправной точкой для прогнозирования, сравнения, более глубокого изучения причин миграции, связанных с экологическими проблемами антропогенного характера.

Для усиления качества подготовки, тем более в условиях пандемии, данная карта стала для магистрантов и преподавателей кафедры полезным и своевременным инновационным инструментом, помогающим глубже раскрыть и визуализировать учебный материал.

Приведем другие примеры: дисциплина «Межгосударственные проблемы водопользования в Центральной Азии», раздел «Экология». Карта позволяет сделать сравнительный анализ водных ресурсов разных стран по следующим темам:

- Водные ресурсы стран ЦА (Казахстан, Кыргызстан, Таджикистан);
- Трансграничные реки (Аму-Дарья и Сыр-Дарья);
- Загрязнение поверхностных вод трансграничных рек ЦА;
- Забор воды из природных водных источников;
- Водопотребление.

В условиях климатических изменений нехватка воды в Центральной Азии обостряет проблему водопотребления и качества воды. Интерактивная карта позволяет построить графики, диаграммы и попытаться посмотреть на ситуацию в динамике.



Водные ресурсы	1990	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Общие показатели водных ресурсов Кыргызстана *														
Объем ледников (в км³)	390													
количество озер	1923													
Запасы воды в озерах (в км³)	1745													
Запасы воды в озере Иссык-Куль (в км³)	1731													
Суммарный многолетний средний год	47,8													
Потенциальные эксплуатационные запасы	13													
* Третье национальное сообщение Кыргызской Республики по Рамочной конвенции ООН об изменении климата. – Б.: ОсОО «Эль Элион», 2016. – 274 с.														
Забор воды из природных водных источников по территории (млн. куб. метров)														
Кыргызская Республика	11122	9308	8024	10390	8463	7555	7851	8488	8007		8 469,0	7 600,0	7 562,0	8
Баткенская область *			663	709	920	635	635	605	621		616,0	599,0	577,7	5
Жалалобатская область	1638	1255	759	1350	711	625	700	577	644		644,1	586,1	695,2	3
Ыссык-Кульская область	1369	1135	645	823	763	688	594	574	510		612,0	587,6	555,3	9
Нарынская область	666	665	764	728	676	601	640	624	650		676,2	688,0	592,3	5
Ошская область	2730	2576	763	1269	1 522	1402	1320	1489	1365		1 170,3	1 316,2	1 290,3	3
Таласская область	998	799	812	1579	674	697	807	883	847		1 113,4	891,6	828,8	8
Чуйская область	3553	2680	3469	3772	3078	2791	3038	3020	3253		3 431,6	2 707,3	2 803,6	3
г. Бишкек	168	198	149	120	119	116	117	117	117		122,1	141,3	135,9	1
г. Ош											83,3	82,9	82,9	1

Дисциплина: «Мониторинг земель с применением ГИС технологий», раздел «Экология». Интерактивная карта используется при освоении тем:

- Современное состояние пастбищ стран ЦА;
- Деградация пастбищных экосистем.

Состояние и деградацию пастбищных экосистем удобно рассматривать в сравнении и во взаимосвязи, такой подход подталкивает обучающихся на более глубокие изыскания и попытки построения прогнозных сценариев.

Работа с интерактивной этнокартой позволяет магистрантам овладевать навыками самостоятельного творческого мышления, новыми знаниями и методами для анализа альтернативных проектов с учетом экологических, экономических и социальных оценок возможных изменений окружающей среды, последствий от негативного воздействия опасных природных и антропогенных явлений.

Базарбаева Т.А. – кандидат географических наук, доцент, заведующая кафедрой ЮНЕСКО по устойчивому развитию

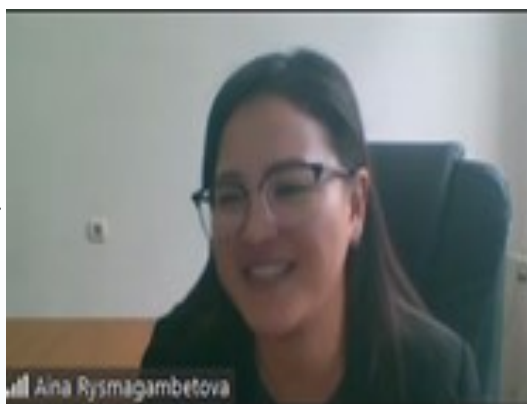
IMPLEMENTATION OF THE SDGS IN THE SYSTEM OF HIGHER EDUCATION IN CENTRAL ASIA: THE EXPERIENCE OF AL-FARABI KAZAKH NATIONAL UNIVERSITY

Our university (from 2016) collects and analyzes data on the ecological situation of our campus for ranking among more than 900 universities in the world. Nowadays, Al-Farabi KazNU is the top 200-220 greenest universities.

Principles of responsibility of kaznu for sustainable development:

- ***Economic responsibility (maximization of efforts aimed at achieving the economic well-being of the University and Society)***
- ***Environmental responsibility (compliance with all environmental requirements necessary to ensure a favorable environment)***
- ***Social responsibility (participation in solving urban problems, volunteer movements, improving human potential, etc.)***

In a world of globalized education, it is the responsibility of universities to prepare a new generation of young professionals, producers of innovative ideas and intellectual thought. In that context, modern research universities play an ever-increasing



role. Principles of responsibility of KazNU for sustainable development: *economic; environmental and social.*

Activities of Al-Farabi KazNU to achieve the SDGs: National project "Green bridge through the generation" (since 2012); International educational program on sustainable development "MDP Global Classroom" in cooperation with Columbia University (since 2012); Start of the project "Smart Green university" (since 2013); KazNU as UNAI Global Sustainability Hub (since 2014); Model University Sustainability Plan (2014); Obtaining the official status of UNESCO by the Department on sustainable development UNESCO Chair for sustainable development (2016); The start participation the University In the world ranking of green universities "Green Metrics»; Opening of the Ban Ki-Moon Institute for Sustainable Development (2018); Regional project "Formation of citizens of a virtuous society. University Mission 4.0" Scientific project "Smart cities on the Silk Road" (2019); Popular scientific publication "Al-Farabi KazNU for the formation of a common future" (2020).

University carries out a lot of work in the field of ecology and resource saving on the basis of the Eurasian platform "Green Bridge through Generations", which was presented at the World Summit on Sustainable Development RIO + 20 in 2012. The main goal is to involve young people in promoting the "Green Bridge" partnership program, uniting the potential of leading scientific schools in USA, Europe and Asia in the field of sustainable development, training bachelors, master's and PhD students to promote Green technologies in Kazakhstan. The Consortium of Universities was created: Implementation of research and social projects, training and professional development of specialists in SD. It was created a Web Communication Platform of Al-Farabi KazNU "Green bridge through generations".

We have several green projects such as Sorting waste technology implementation; Collecting of waste paper; Landscaping

We have several green projects such as Sorting waste technology implementation; Collecting of waste paper; Landscaping and aquaponics; Cycle parking; Project "Plant Gardens" and etc.

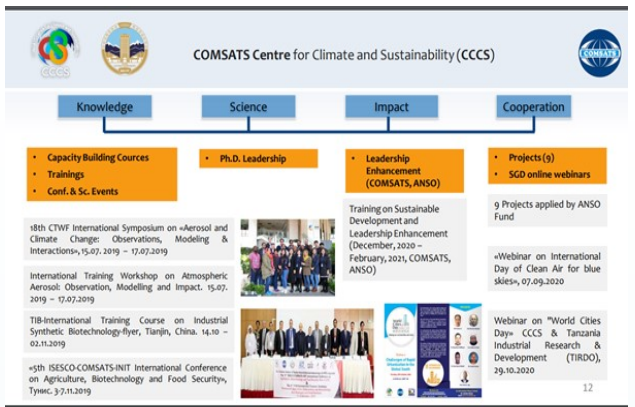
Moreover, the university focus on SDGs in educational programs. For example, students study Global trends in Environmental Science; Information Science and Applied Mathematics (GiS technology in Ecology; Computer Modeling), which is focus on Kazakhstan's and global environmental issues.

Al-Farabi KazNU has established and successfully operates the COMSATS Center of Excellence for Climate and Resilience, which is a multi-stakeholder institution working through South-South and triangular cooperation to bring innovative approaches to planning and addressing climate change and sustainable development.

The "Model Plan for the Sustainable Development of Universities" was developed and tested, part of which is the Program for reducing the environmental burden of universities "Eco Office". The developed concept of the university "green office" may well serve as the starting basis for the sustainable development of universities, and is a system of views, concepts, ideas, takes into account the relationship of scientific and educational, administrative, environmental and socio-cultural aspects of the university activities.

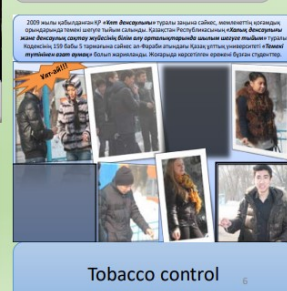
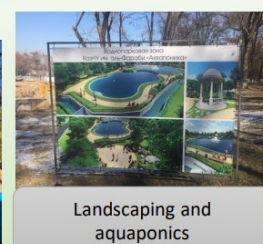
It is also worth noting the international research teams that solve one of the set SDGs. For example, The research project "Promoting Urban Agriculture in Almaty, Kazakhstan" is proposed to assess the current state and potential for the development of urban agriculture in Almaty, the largest and most populous city in Kazakhstan.

Interdisciplinary research includes both the collection of qualitative information and the quantitative analysis of data using prevailing technologies.



Rysmagambetova Aina Akanovna — PhD, Deputy Dean on scientific-innovations work and international links affairs, Department of Geography and Environmental Sciences, Al-Farabi Kazakh National University

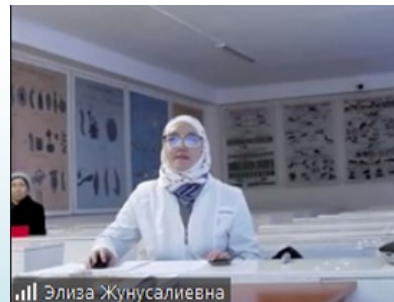
Current green projects



ПЕРСПЕКТИВЫ ВНЕДРЕНИЯ «ОБРАЗОВАНИЯ ДЛЯ УСТОЙЧИВОГО РАЗВИТИЯ»

The report discusses the problems and prospects for introducing sustainable development issues into the educational process in the Kyrgyz Republic. To achieve the SDGs, humanity needs to change the way it thinks and behaves. This, in turn, requires quality education and training for sustainable development at all levels, regardless of social conditions. Kyrgyzstan is only taking the first steps in this direction.

It is necessary to revise the competencies for educational programs, develop competencies that reflect the SDGs, integrate SDG issues into each discipline; invite the Educational and Methodological Associations to approve the above transformations; to create on the basis of one of the universities a single Center for work with the SDGs, uniting various universities in Central Asia.



В настоящее время Устойчивое Развитие интегрируется в образовательный процесс. Естественно, ВУЗы играют большую роль в осуществлении ЦУР. В Ошском государственном университете до сегодняшних дней были сделаны шаги к осуществлению ЦУР, о них подробно изложено в докладе нашего проректора. В настоящей работе я хочу поделиться мнением, как и кто эффективно может осуществить внедрение «Образование для устойчивого развития». Для достижения ЦУР человечеству необходимо изменить образ мышления и поведение. Для этого, в свою очередь, требуется обеспечить качественное образование и обучение в интересах устойчивого развития на всех уровнях независимо от социальных условий.

Главная проблема населения: · Недостаточная информированность. · Отсутствие компетенций, отражающих требования ЦУР. Кыргызстан делает только первые шаги в этом направлении. Как известно, имеется Государственный стандарт, утвержденный Министерством образования и науки Кыргызской Республики, где четко прописаны компетенции по всем направлениям, но отсутствуют компетенции, отражающие требования ЦУР.

В связи с этим возникает вопрос о широком внедрении в образовательном процессе компетенций, соответствующих ЦУР. Считаю целесообразным, рассмотреть вопрос об интеграции тем по устойчивому развитию в каждый предмет по всем или многим специальностям. При этом, необходимо обратить внимание на эффективность выполняемой работы.

Вывод: · необходимо пересмотреть компетенции по образовательным программам, разработать компетенции, отражающие ЦУР, интегрировать вопросы ЦУР в каждую дисциплину;

· предложить Учебно-методическим объединениям утвердить вышеприведенные преобразования;

· создать на базе одного из университетов единый Центр для работы с ЦУР, объединяющий различные университеты Центральной Азии.

Жунусалиева Элиза Жунусалиевна — преподаватель кафедры зоологии и экологии Ошского Государственного Университета, Кыргызстан

INTERNATIONAL PROJECT "PLATFORM FOR EDUCATION AND TRAINING OF JOURNALISTS" WITH THE SUPPORT OF THE UNESCO INTERNATIONAL COMMUNICATIONS DEVELOPMENT



MOOCs have been created on the topics of the UNESCO Journalism Education Program Model: K. Arthurs, M. Folly, M. Abu-Fadil "A model course on the safety of journalists", M.K. Lim, M. Ito, Sh.Sh. Ngo, L.K. Wang, Z. Nain, E. Meston "Coverage of the topic of climate change and sustainable development", R. Howard "Conflict-sensitive journalism", A.M. Amp "Media coverage of the problem of violence against women and girls: a guide for journalists". The courses are correlated with the SDGs: 4 – Quality education, 5 – Gender

equality, 13 – Urgent measures to combat climate change, 16 – Peace, justice and effective institutions. The courses integrate journalism education based on international standards in the framework of formal and non-formal education through services open.kaznu.kz. New disciplines are developing gender-oriented, inclusive and digital approaches among teachers and students.

The use of an educational digital platform for use both in educational programs of universities and for professional development of media staff, bloggers. Representatives of 19 universities of Central Asia and the Caucasus participated in the creation as consultants, thanks to which the interests of different regions are balanced.

Students and teachers of universities in Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan, Armenia, Azerbaijan, Georgia, as well as media staff, bloggers received free round-the-clock access to the open resource of Al-Farabi Kazakh National University to improve competencies in the areas of security, conflict-sensitive methods, environmental concepts and violence against women and girls. The broadcast international workshops are adapted to regional specifics and are presented both in Russian and in seven national languages. Didactics includes video lectures from 6 to 12 minutes, at the end of the modules there is a continuous control in the form of tests, and at the end of the course – writing an essay and its mutual verification by students based on the proposed criteria. The sustainability of the first four courses issued consists in the increasing dynamics of attracting international standards to the application in journalistic practice and providing positive examples of solving complex communicative situations. The attractiveness of the courses lies in their verified content of UNESCO, the International Federation of Journalists, the automated form of presentation of materials and the minimum requirements for formalizing the stages of training. The structure of the SDG platform's MOOCs is more flexible than in classical forms of learning.

MOOCs show a clear example to methodological associations of universities and initiate a revision of the subject and content of journalistic disciplines for wider implementation of international standards. The functionality of the platform allows you to evaluate different criteria, including individualization, engagement and conversion of a particular course. The principles laid down in the subjects of digital learning will allow the use of JSIS, IUIs and GSIM indicators.





The “Avrupa times” agency noted that "the creators of the project showed the difference between mass online courses and classical courses: capacity, visualization and interactivity. The wishes of deepening cooperation at the launch of the platform were expressed by partners from the countries of Central Asia and the Caucasus. Important detail: course summaries have been translated into eight languages, which is their specific difference."

<https://www.avrupatimes.com/world/mediasdg-platform-was-launched-at-the-meeting-of-the-unesco-cluster-office-h11564.html>

During the development of the project, project implementation schedules, quality and compliance assessment procedures, and improvement measures were prepared, which were fully used as part of the implementation of all planned activities.

More than 100 UNESCO and IPRC documents were used in the MOOCs, 80 percent were available in Russian and were placed in an open depository unesdoc.unesco.org.

This project will strengthen the human resources potential of journalism in Kazakhstan, Central Asia and the Caucasus, adapt gender-oriented approaches, demonstrate the principles of inclusivity, and also help improve the situation with the media, improve educational programs for training journalists.

UNESCO chairs in Kazakhstan, journalism chairs are interested partners in improving the situation in the field of media and training personnel for the industry.

This project can be continued by developing new courses from the Model of the UNESCO Educational Journalism Program in Central Asia and the Caucasus.



***Shyngysova Nazgul Tursynbaikyzy — Doctor of Philology,
Head of the UNESCO Chair in Journalism and Communication
Project participants: Dudinova E.I., Rozhkov A.V., Skripnikova A.I., Negizbaeva M.O.***



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