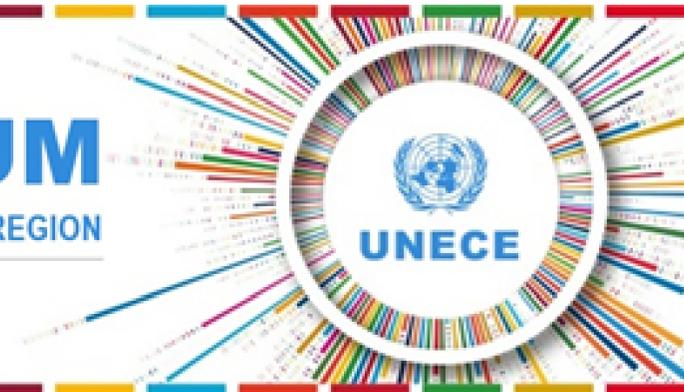


REGIONAL FORUM

ON SUSTAINABLE DEVELOPMENT FOR THE UNECE REGION

Geneva & online | 17-18 March 2021



Methodological and psychological support to the teachers and educators with youth engagement as key agents in adaptation to new educational environment in the pandemic and mitigation of post-pandemic crisis in resilient and sustainable way

SIDE-EVENT
ESD AS A KEY DRIVER FOR YOUTH EMPOWERMENT FOR
CONFRONTING SOCIO-ECONOMIC IMPACT OF COVID-19

10 March 2021





Presented by:

Valentyna Kyrychenko

Youth National Focal Point of UNECE Steering Committee on ESD
Partnership Network “Education for Sustainable Development in Ukraine”

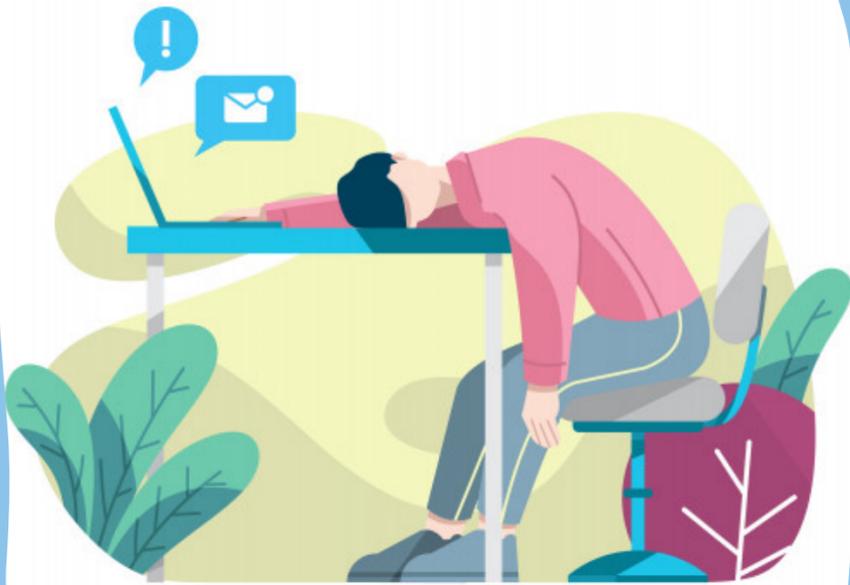


Materials provided by:

Olga Dyachok

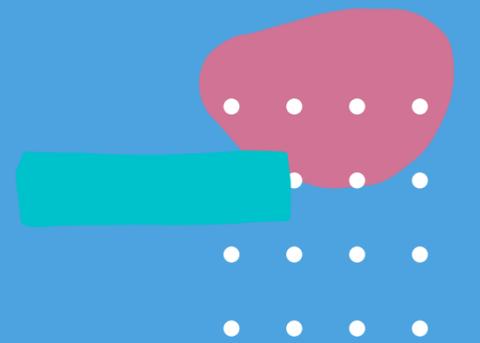
Researcher at Laboratory of Environmental Psychology
H.S. Kostyuk Institute of Psychology of the NAES of Ukraine
Member of Youth Advisory Group to the GEF Small Grants Programme

Psychological impact of COVID-19 pandemic:



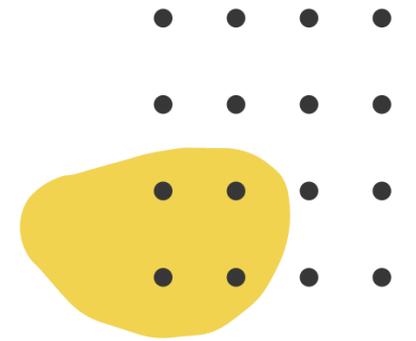
Teachers and educators experience excessive psychological, physical and social stress, which leads to **PROFESSIONAL BURNOUT**

- Staying for a long time in a limited space;
- Drastic changes in educational process and professional environment;
- Rapid digital transformations;
- Massive information flow on pandemic that provoke panic, depression and stress;
- Limited social contacts, etc.





Environmental psychology and ESD

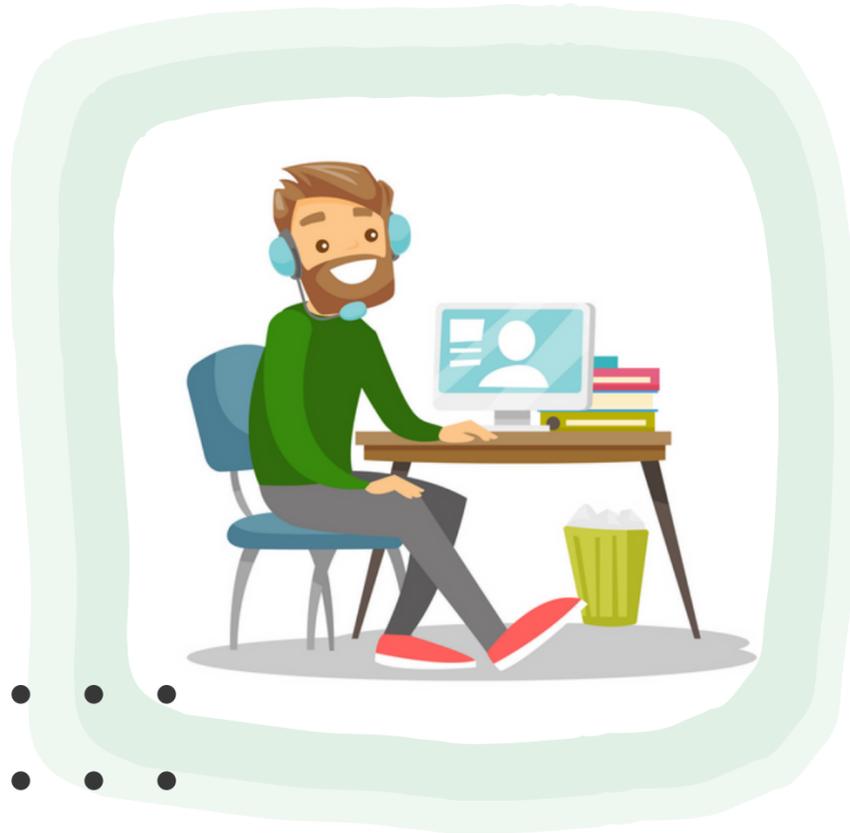


Overview

A good practice that support teachers and students to be more psychologically resistant to pandemic and mitigate post-pandemic crisis in resilient and sustainable way

- Developed by the young researchers and scientists from the Department of Social Work of KyivTaras Shevchenko National University and the Laboratory of Environmental Psychology of H.S. Kostyuk Institute of Psychology of Ukraine
- Applied and tested in these educational institutions and beyond

Environmental psychology concept:



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Principle of Positivity

One individual is able to support him/herself and his/her neighbors and change the world for the better



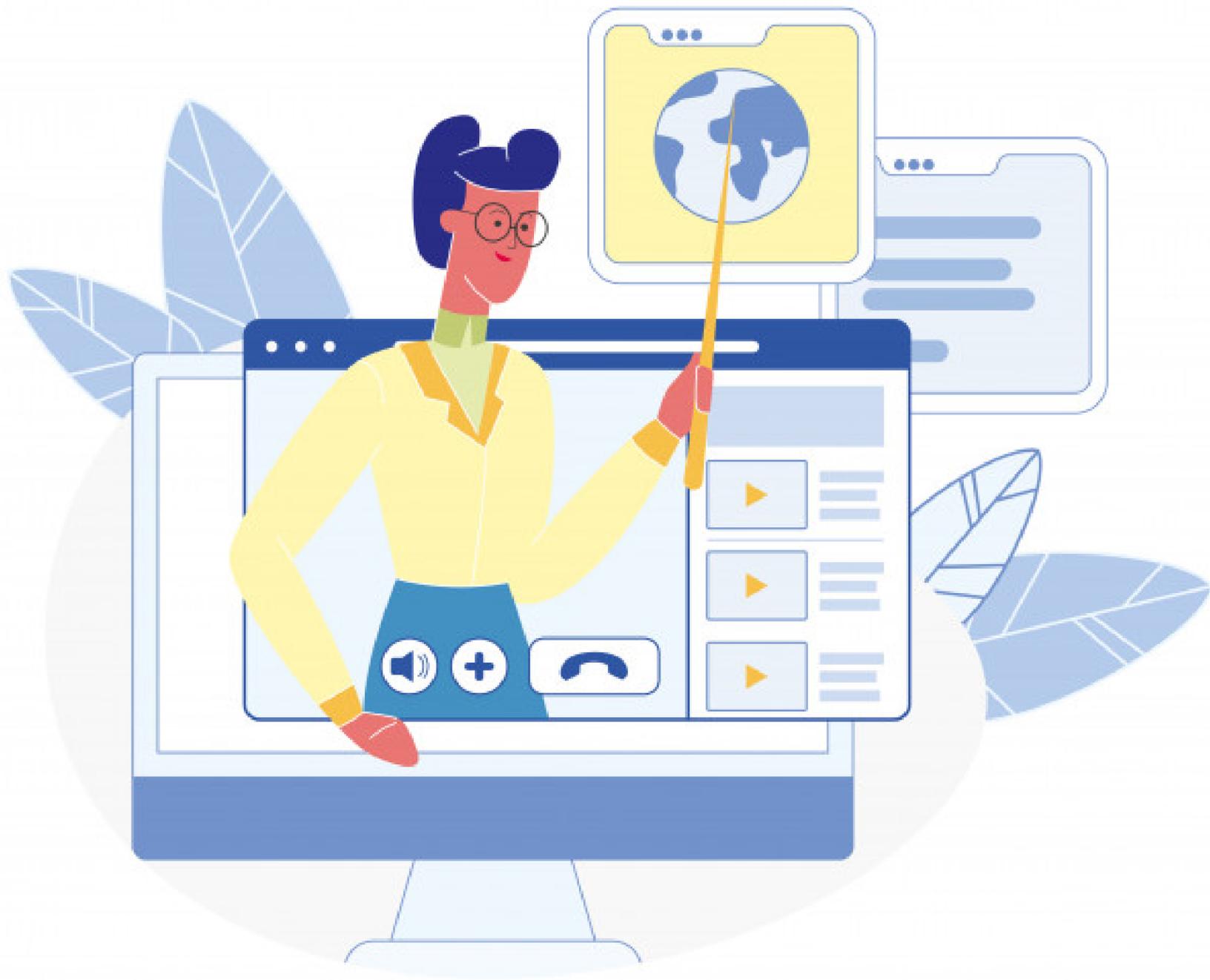
Principle of Constructiveness

It is necessary to study not only the state of the environment, which is constantly deteriorating, but also to find ways to improve it. In this case, some problems can be solved even by one person



Principle of Eco Friendliness

Activity of the individual should be such that through the development of environmental elements to create an environment for the personal development. As a result, person and environment are in benefit



Methodology and implementation:

Examples

An exercise to find out personal and global benefits from quarantine, for example:

Personal:

- Save time and money on public transport
- Smart consumption: longer use of clothes, shoes, etc.
- More time for hobbies

Global:

- Nature relief: air, biodiversity, park areas, etc.
- Digitalization



Methodology and implementation:

Examples

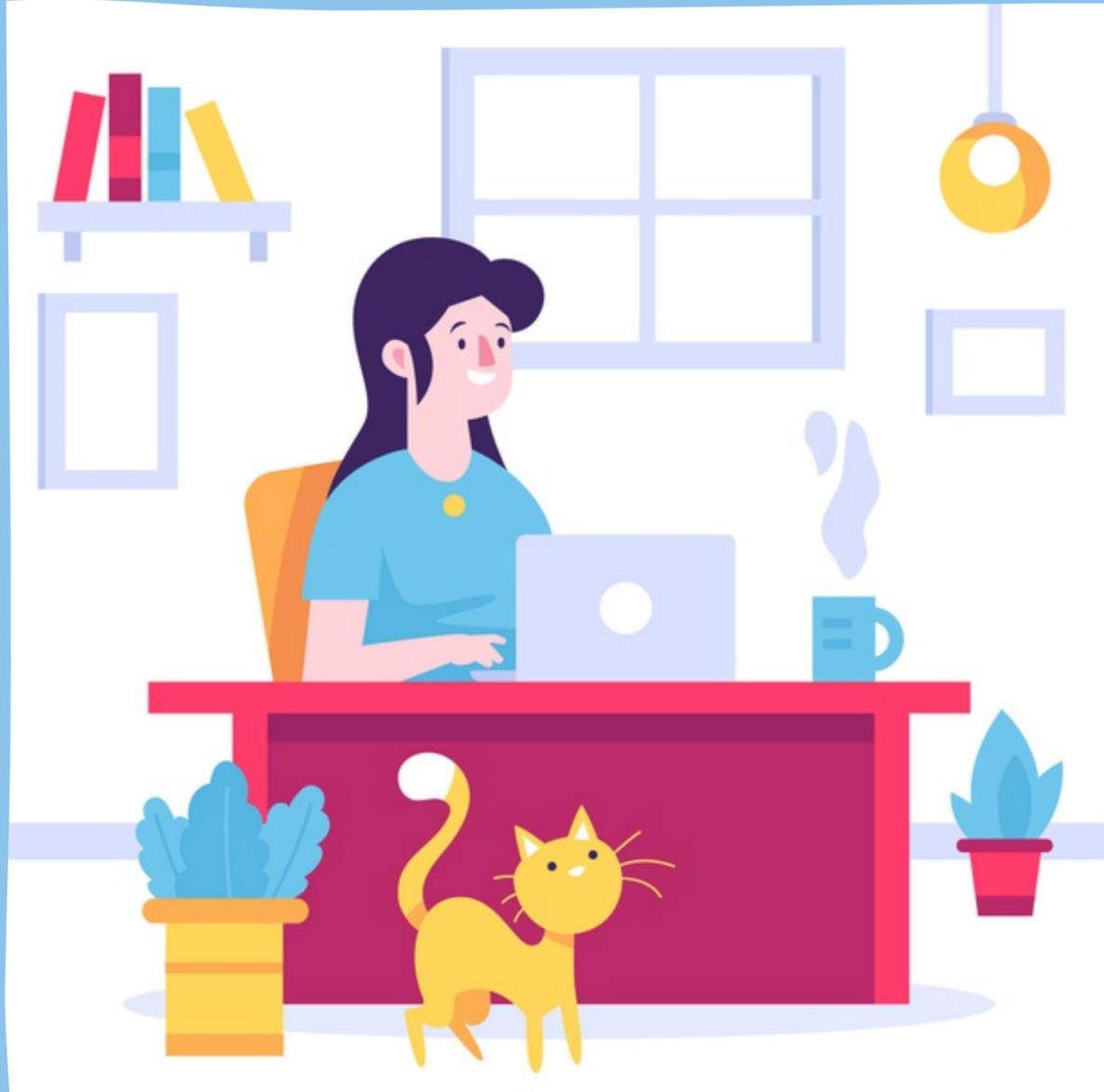
A training on personal development and intellectual intelligence, for example:

- On-line courses on digital literacy
- Digital opportunities to gain new knowledge or learn new subject
- Development of new professional competencies
- Mental-health trainings, etc.



Guidelines how to arrange personal living microenvironment:

Eco-friendly use of space and time

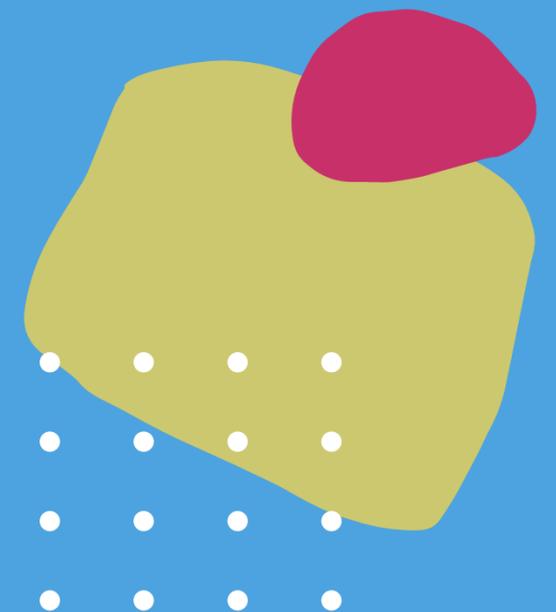


SPACE

- Smart use of living space: getting rid of unnecessary things, reasonable consumption, etc.
- Decoration of space: flowers, trees, etc.
- Zoning and optimization. Allocation of zones for:
 1. Work
 2. Rest
 3. Family
 4. Sports

TIME

- Schedule
- Plan
- Change activities
- Alternation:
 1. Work
 2. Rest
 3. Leisure
 4. Learning



**Thank you
for your attention!**

Questions?

