

Sustainable development goals as an integrative basis of the global public strategy for the effectiveness of ecology, education and science at all levels

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Abstract. Interdisciplinary interactions are of great importance for thinking in common of the ecological, economic and social dimensions. Considering that the phenomena of integration and internationalization in the context of globalization are growing rapidly, and their properties are determined by the laws dictated by the prevailing trend of global development, these phenomena are especially important for small countries and those that became on the way of intensive development or search of model of an economic and social intensification and institutional transformations for sustainable development of society in the context of internationalization of environmental problems, problems of ecology, education and science.

In this context, people need new knowledge and skills to be able to use new ideas and new technologies and work effectively with them. In addition, environmental protection, education for sustainable development, global civic education, as well as other learning principles and educational approaches provide the basis for sustainability in all its dimensions.

5. Conceptual worldviews, philosophical and pedagogical foundations of sustainable development of society

Recently, the idea of changing the moral atmosphere of society has been increasingly discussed, however, now with the help not of a "new morality", but of a "*new ethics*". At the same time, it is often expressed the opinion that "new ethics" can only develop as a system of applied knowledge, in which one of the first places belongs to *environmental ethics*, which is sometimes called "*planetary ethics*" [6].

Both, socially significant and individually significant goals and values of the person can be different, from superficial conflict to mature forms of interaction with society.

In the current situation, many representatives of the philosophical, pedagogical, sociological and ethical thoughts of developed countries associate hopes for solving the contradictions in society, for improving socio-moral customs with the search for a "*new morality*", the idea of which, however, is far from unambiguous [11]. The assessment of the socio-moral situation is also contradictory.

On the one hand, the search for a "new morality" would seem to mean indirect recognition of the deep moral crisis of the dominant version of the industrial "consumption society", its traditional moral values, and above all the principle of individualism, recognition of the individual exclusion, deprived of initiative and ability to influence the course of social events and that had lost of any value.

A thoughtful, responsible attitude to oneself arises on the basis of conscious, purposeful activity and self-education. The system of education is generated by social needs and acquires relative independence from those requirements that do not meet the criterion of social value and social integration, go against the current or potential needs not only of the individual, but of society.

The philosophy of education of this type is directly and deeply related to socialization and self-education, but is neither first nor second one. Its main function is to compliance with the measure of influence on the formation of personality in the desire of a man`s independence, on the one hand, and social order – on the other.

6. International Organizations and Agenda 2030

"*Transforming our world: the 2030 Agenda for Sustainable Development*" offers mechanisms to achieve and to provide inclusive, fair and quality education and learning, promoting all opportunities for education and learning throughout life. In particular, these are:

«*Leading Education 2030*» [8] – system of education should evolve only as an indispensable and essential condition for the promotion of democracy and human rights, the strengthening of global citizenship and sustainable development.

«*The Future of Education and Skills Education 2030*» [13] – integrated monitoring of dedicated targets at national educational and scientific levels to develop global experience. In addition, it is planned to prepare reports on policy coherence, analysis of progress, etc.

SDG 4 "Sustainable Development Goals (High Quality of Education)" it is also the updated holistic and transformative Educational Agenda of UNESCO – "**Education 2030**" [8], according to which it aims to contribute achievement of all its sustainable development goals.

UNESCO considers education as an indispensable and essential condition for the promotion of democracy and human rights, the strengthening of global citizenship and sustainable development UNESCO has developed a framework for action to achieve *the global educational goal* and supports implementation processes in its member countries.

The Organization for Economic Co-operation and Development (OECD) also develops and monitors dedicated targets at the global level of experience. In addition, it is planned to prepare reports on policy coherence, analysis of progress, etc. "The Future of Education and Skills Education 2030 - OECD" [13] and "OECD Learning Framework 2030" [9] offers forms, vision and principles that underpin the future of *the global system of education and science*.

This involves certain "orientations", but not a ready-made prescription. The training structure was jointly created for the Education Development Program OECD-2030 as a project of representatives of governments and a growing community of partners, including ideological leaders, experts, educational and scientific networks, heads of educational institutions, teachers, scientists, researchers, students and youth groups, parents, universities, organizations and other social partners.

European Union seeks to take into account sustainable development goals in all forms, as one of the key guidelines for EU policy. The Council of the European Union notes that "a prosperous Union also depends on an open and equitable international economic, financial, commercial and educational system and sustainable and equitable access to global public goods" and stresses the need to "promote global citizenship and public awareness of the positive potential for transforming these goals" (Council of the European Union: a sustainable future for Europe: EU response to the 2030 Sustainable Development Agenda - EU Council conclusions")[12].

European Union – the goals of sustainable development in all its forms, including at the educational and scientific institutions level, are key guidelines for EU policy and are ensured by it at the level of national member states. Education institutions can develop only as:

- open and equitable educational systems (sustainable and equitable access to global public goods at both levels – national governments and the universities of sustainable and equitable access to global public goods;

- governments, educational institutions and educational management should promote global citizenship and ensure that the public is informed of the positive potential of educational transformation as a result of the realization of sustainable development goals.

1) At the regional level, the EU funds higher education programs such as Erasmus+. The programme provides grants in education, training, sport to individuals and organizations, promoting mobility, cooperation and partnerships.

2) EU trust funds have also been established to respond to specific regional situations. These include: «EU Emergency Trust Fund for Africa», «EU regional Trust Fund in response to the Syrian crisis». These trust funds are funded by the EU, its member states and other donors. They work directly with governments, local authorities and civil society organizations in partner countries to support vulnerable groups of people

3) The European Commission actively contributes to regional and global policy dialogue and funds educational initiatives such as Global Partnership for Education (GPE) and Education Cannot Wait (ECW)

3.1) GPE provides support in more than 65 countries with the greatest needs in education. The EU and its member states are the biggest contributors to the GPE. The EU has allocated a total of EUR 475 million for the period 2014-2020 years.