

# **The Context of Global Problems towards Sustainable Development of Society (Higher Education and Science)**

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This research will contribute to the effective implementation of higher education development strategy under the conditions of globalization and internationalization in the context of sustainable development of society. This is due to the integration of higher education of Ukraine into the European Higher Education Area and the European Research Area; the necessity to study the compliance of strategic guidelines of higher education and its specific educational models with the needs of civilizational progress towards a sustainable future, peace, mutual understanding, mutual respect and care for the environment (reflected through the concepts of information society, knowledge society, sustainable development, globalization, internationalization of higher education, culture of peace, global citizenship, etc.).



The implementation of research results will ensure increasing the level and quality of higher education internationalization in Ukraine, shaping a worldview background to stimulate and ensure sustainable development of society, increasing social responsibility of higher education and strengthening its function of serving society. Sustainable development of society in the context of university competitiveness, internationalization of higher education and science, global development and transformations of the process of the global system institutionalization is a holistic and multilevel sphere of interaction of economies, societies, states, social institutions, cultures, peoples, nations, and worldviews that strongly influences both on the national models of education and science, and on the change of the global educational and scientific paradigm.

## Existing global and European strategies and practices analyzed in the context of the Education Strategy for Sustainable Development

**Strategies and variable-applied project models (global, continental, national, regional levels) of education for sustainable development:**

- ▶ I. «*Transforming our world: the 2030 Agenda for Sustainable Development*» – offers the following practical mechanism for achieving and ensuring inclusive, equitable and quality education and training, promoting all opportunities for education and lifelong learning at the global level of education and science: to enable everyone to receive and complete free, fair and high-quality primary, secondary and higher education, which will lead to appropriate and effective results of sustainable social development of both individual states and the global system; to ensure access of all, regardless of social, sexual, racial, ethnic to quality education at all levels, creating appropriate conditions by 2030, which will allow them to successfully move to the next education levels and lifelong learning; to do this, all levels, models and systems of education (“through education for sustainable development”) must be transformed to acquire the knowledge and skills necessary for sustainable development: sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, through global civic education and the recognition of cultural diversity and the contribution of culture to sustainable development.

## Strategies and variable-applied project models (global, continental, national, regional levels) of education for sustainable development:

- ▶ **II. «Leading Education 2030»** - the education system should be developed only as an integral and important condition for the promotion of democracy and human rights, the strengthening of global citizenship and sustainable development.
- ▶ **III. «The Future of Education and Skills Education 2030»** - comprehensive monitoring of sustainability targets for the formation of a global level of experience at national educational and scientific levels. In addition, it is planned to prepare reports on policy coherence, analysis of progress, etc.
- ▶ **IV. «OECD Learning Framework 2030»** offers certain “orientations”, rather than a ready-made recipe - forms, visions and principles that are the basis for the future of the global system of education and science. Accordingly, forms of project interactions and cooperation of government representatives and stimulating the growth of the partner community are being developed, in particular, ideological leaders, experts, educational and research networks, heads of education institutions, teachers, scientists, researchers, students and youth groups, parents, universities (and other higher education institutions), organizations and other social partners.

## Strategies and variable-applied project models (global, continental, national, regional levels) of education for sustainable development:

- ▶ **V. European Union** - sustainable development goals in all their forms, including at the level of educational and research institutions, are key guidelines for EU policy and are ensured at the level of national Member States. Education institutions can develop only as:

- . - open and fair education systems that means ensuring sustainable and equitable access to global public goods at the levels of a) national governments and b) higher education institutions;

- governments, education institutions and education governance need to promote global citizenship and ensure that the public is informed about the positive potential of educational transformations resulting from achieving the sustainable development goals.

- 1) At the regional level, the EU funds higher education programs such as Erasmus +. The program provides grants in education, training, youth, and sports to individuals and organizations, encouraging mobility, collaboration, and partnerships.

- 2) EU trust funds have also been set up to respond to specific regional situations. These include the EU Emergency Trust Fund for Africa, the EU regional Trust Fund in response to the Syrian crisis. These trust funds are financed 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.

- 3) The European Commission actively contributes to regional and global policy dialogue and the funding of education initiatives such as the Global Partnership for Education (GPE) and the Education Cannot Wait (ECW).

## Strategies and variable-applied project models (global, continental, national, regional levels) of education for sustainable development:

- ▶ **VI. Continental Western European educational and scientific system:** (on the example of one of the most important “German-centered scientific and educational model” of education governance) - *SQA (Schulqualität Allgemeinbildung)* and *QIBB (Qualitätsinitiative Berufsbildung)*.

- ▶ 1) SQA and QIBB:
  - ▶ - Provide tools for systematic quality development in education institutions. This allows education institutions to focus on sustainable development.
  - ▶ - Educational concepts that transfer competencies for the individual formation of sustainable development can also become the center of the school.
- ▶ 2) A network of partner organizations is being formed, accessible to all, to assist education institutions in such quality development processes as, for example:
  - ▶ - Education for sustainable development: ÖKOLOG and SQA / QIBB program
  - ▶ - Global Learning / Global Education
  - ▶ - Political education / Democratic school
  - ▶ - GenderKompetenzZentrum
  - ▶ - International organizations
- ▶ 3) In this model, the Government has chosen the so-called approach to integration to implement the 2030 Agenda:
  - ▶ - Existing measures and strategies that already make a potential contribution to the achievement of the Sustainable Development Goals (SDGs) have been identified. Among them, there are many measures that have been taken in the context of government-focused governance to achieve business objectives (e.g. improving opportunities and gender equality in education).
- ▶ With the reform of education, the quality of education and justice in education should also be consistently increased. Learning has to be supported by different social skills, abilities and special needs and be better supported in the transition between school levels. Expanding the autonomy of education institutions can, for example, be used to develop priorities in terms of stability, as well as relevant learning activities.

## Strategies and variable-applied project models (global, continental, national, regional levels) of education for sustainable development:

- ▶ **VII. Higher education for sustainable development in the countries of Southeast Asia:** the largest region of the world in terms of population (about 60 % of the world), which has a huge human potential and has a decisive impact on the sustainable development of mankind through the introduction of environmentally sound practices in nature and lifestyles; that can serve as an example for Ukraine.

1) The practices of “centralized decentralization” of higher education in China as a way to overcome the shortcomings of the era of massification: combining the trend of strengthening the autonomy of the higher education institution with the formation of a standardized and localized system for measuring and managing sustainability;

2) Development of the national knowledge infrastructure (online database of China National Knowledge Infrastructure) and formulation of the principles of personality-oriented higher education (program “Modernization of education in China - 2035”);

3) The concept of a “green university” and the movement “green campus” in some higher education institutions of China, Singapore, Malaysia and other countries of the region: introduction of ecological architecture, implementation of practices to ensure efficient use of energy on campuses, increase of social responsibility for environmental protection and transition to renewable energy sources;

4) Introduction of sustainable development ideas into curricula and disciplines (Singapore, South Korea): “Sustainable Finance”, “Sustainable Management”, “Social Entrepreneurship”, “Sustainability Management”, etc.;

5) Implementation of the process of higher education internationalization on the basis of nonlinear methodology: development strategies alternative to Westernization; emphasis on the appreciation of natural and cultural diversity; bilingual and polylingual study

Education for sustainable development, education for global citizenship and relevant concepts should teach competencies to help everyone transform the global world for collaboration. Comprehensive competencies of this kind can be developed with the help of educational models, educational principles and educational problems inherent in existing education systems.

Society, represented by the most important institutions of education and science, in fact, does not think about the degree of its responsibility for shaping the future citizen, as well as how responsibility for this task is being shared between a family and a state. Disputes in education institutions about the value of the principle of individualism or collectivism, about what place in education the doctrine of socialization should take, and whether the educator needs to delve into the problems of determining moral behavior, are fruitless.

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*The End*

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