

PAPER • OPEN ACCESS

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

To cite this article: Viktor V. Zinchenko *et al* 2021 *IOP Conf. Ser.: Earth Environ. Sci.* **635** 012001

View the [article online](#) for updates and enhancements.



240th ECS Meeting ORLANDO, FL

Orange County Convention Center **Oct 10-14, 2021**



Abstract submission due: April 9

SUBMIT NOW

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

Viktor V. Zinchenko^{1*}, Viktoriia V. Levkulych², Vasyl V. Levkulych², Viktoriia Yu. Svyscho²

1 Institute of Higher Education of the National Academy of Educational Sciences of Ukraine

2 Uzhhorod National University

*Corresponding author: vvzinchenko@ukr.net

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. The learning process should develop knowledge, competences and abilities, values and attitudes so that young people can play an active role in solving local and global social, economic and environmental problems.

In this sense, education raises awareness of the complexity of global challenges and promotes critical reflection and systematic future-oriented thinking and action.

The rapid process of globalization of education and science (through the internationalization processes) is facilitated by the rapid development of information and communication technologies and the world's mastery of the idea of a network way of organizing social activities. This method has become sole source for the information environment, financial, trading, telecommunications, transport and other systems of interaction between people. It is the main engine for future economic, scientific, cultural and social development.

Theoretical and applied institutional transformations tool for sustainable development of society in the context of internationalization of higher education and science, global development and transformations of the process of institutionalization of the global system as a coherent and multilevel sphere of interaction of economies, societies, states, social institutions, cultures, peoples, nations, worldviews and human is used.

Sustainable development of society in the context of internationalization of environmental protection, ecology, education and science, global development and transformations of the process of institutionalization of the global system – is a coherent



and multilevel sphere of interconnectedness of economies, societies, states, social institutions, cultures, peoples, nations, worldviews, which necessarily affects both national models and changes in the global paradigm of development.

Key words: sustainable development, environment, education, globalization, ecology, Agenda, science, knowledge, UNESCO, global system, European Union, national educational models, public, educational institutions.

1. Introduction

Developed countries (European Union countries) have committed themselves with all UN member to implement "The 2030 Agenda for Sustainable Development ("Agenda 2030").

The UN has adopted a relevant General Assembly Resolution entitled "Transforming our world: the 2030 Agenda for Sustainable Development" [14].

In addition to encourage people and *to protect the environment and social development*, Member States expressed their determination to take bold and transformational steps that urgently need to be put on the path of sustainable development and sustainability, and promised to act together and thereby without abandoning. Thus, the concept of "partnership in the spirit of global solidarity" plays an important role in the implementation of the "Agenda 2030".

Thanks to the 17 Sustainable Development Goals (SDGs) [16], the world community has specific areas of activity. In order to realize its ambitious vision of a peaceful, just, socially inclusive world that uses natural and human resources steadily, comprehensive changes are needed at the economic, complex social (including educational and scientific) and environmental levels to ensure general respect for human rights and opportunities, equality and self-determination.

Cooperation at all levels is crucial for sustainable development. Governments and civil societies, the private sector, the educational sector and individuals should make efforts to make joint progress in the world changing process.

2. Methods and techniques

The methodological basis that takes into account the integrative paradigm of sustainable social development is, in particular, the concept of *world-system analysis, macrosocial approach, the concept of dependence (dependent development) and post-imperialism, theories of subsidiarity, communitarianism, social deliberativeness and libertarianism* in the context of forming a global understanding of modern world problems (including world and national systems in the fields of ecology, education and science).

In modern globalistics, which includes all varieties of internationalization (the globalistics of ecology, education and science – as its significant component) a simulated homeostatic avalanche-like model of crisis degradation of society (and its institutions such as economics, politics, education, science, etc.) has been formed. It lives according to the principles of passive consumption, which threatens the situation of a fall in the development of intelligence, creativity and the production of knowledge below the critical mark and derived from it by stopping scientific and technological progress.

Global understanding of social development is becoming a scientific model. This is an approach to the scheme of development and changes in socio-economic formations and educational and scientific institutions as a reproduction of the internal need for the development of not every institutional system taken separately, but only as a combination of all socio-historical systems that existed in the past and exist now, that is, global society as a whole. In this case, humanity appears as a single whole, and socio-economic systems – primarily as stages of development of this single whole, and not sociohistoric systems taken separately [17].

These characteristics of social development lead to rapid changes in various areas of human activity.

3. Education as a key area and direction for integrated sustainable development

Education is one of the key prerequisites for the implementation of the entire "2030 Agenda" so education has a key role in the vision of a just, peaceful and sustainable global society. The world

community has set its own goal: **"To provide inclusive, equitable and quality education and to contribute to all learning opportunities throughout life."**

To achieve this goal, all education partners around the world must be involved. In particular, Goal 4 "High Quality Education" [18] is designed to achieve the following goals:

- By 2030, form tools and models that will allow everyone to receive and complete free, fair and quality primary, secondary and higher education, which will lead to appropriate and effective results of education and social development.

- Ensure access to quality education at all levels for everyone, create appropriate conditions until 2030, which will allow them to change educational levels and to implement education throughout life successfully.

- Allow all women and men equal and affordable access to high-quality vocational and academic education until 2030.

- Make sure that a significantly larger number of young people and adults acquire knowledge and skills related to employment or self-employment until 2030.

- Eliminate gender differences at all levels of education until 2030 and ensure equal access to all levels of education for everyone, including people with limited opportunities, indigenous peoples and children with limited opportunities.

- Provide sufficient literacy and skills until 2030 for all adolescents and the vast majority of adults.

- by 2030 ensure that all pupils acquire the knowledge and skills, that are necessary for sustainable development, including through education for sustainable development, sustainable lifestyles, human rights, gender equality, promotion of peace and non-violence culture, through global civic education and recognition of cultural diversity and the cultural contribution to sustainable development.

4. Implementation mechanisms. Educational concepts for the transformation of the global world. What options do educational institutions have to implement sustainable development goals?

Agenda 2030 defines educational concepts and models that are necessary for sustainable development:

Education for sustainable development, education in the field of global citizenship and related concepts should teach competence to help us all transform our world for joint cooperation. Comprehensive competencies of this kind can be developed through the teaching principles and educational problems laid down in Austrian education.

Specific directions for the key areas of *the educational goal of global sustainable development (for all levels of education)* can be divided into:

- Education for sustainable development.
- Global civic education and global learning.
- Political education.
- Ethical and moral education.
- Environmental education.
- Gender education/Equality in all educational aspects.
- Intercultural education.
- Human rights education.

- Establishing and improving educational institutions that are "friendly to children and young people, sensitive to disability and gender-sensitive aspects, and creating and strengthening safe, non-violent, inclusive and effective learning environment for everyone" [18].

- Increasing scholarship opportunities for students from developing countries (until 2020), in particular for students from least developed countries, developing countries and African countries – *for higher education*, including vocational training and information and communication technologies, technical and scientific programmes, in developed and developing countries.

- Providing training for qualified educational staff (until 2030), including international cooperation in developing countries, especially least developed countries and developing countries.

Agenda 2030 is formed not just for governments. All people can take part in an ambitious program of transformation, which can ultimately succeed only in cooperation at all levels and in society as a whole.

The education system "teaches" society on a small scale. Schools can be models of a sustainable lifestyle if they try to learn how to work in partnership, develop sustainable development skills and critical thinking, share responsibility between students and the entire school team.

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.

One cannot fail to notice **the appeal of modern foreign pedagogical, philosophical and educational schools to global problems**. At the same time philosophers mainly underestimate the role of the development of general ethical theory, the development of common approaches in solving modern moral problems.

For example, there is a fascination with highly specialized points in the consideration of environmental problems (for example, disputes over which natural objects it is legitimate to talk in moral way) and harm to the development of methodological principles of its solution.

There is a desire of some scientists to connect the solution of the most important problems posed by the modern world with the development of the "ethics of life". An example is the book of the American biosociologist E. Wilson "Biophilia". Expressing the right opinion that the "ethics of life" should be based on the principle of a humane treatment to man and to all living things, preserving the inherited genetic potential of humanity, Wilson believes, however, that it is possible to solve a given task in isolation from the social conditions that are necessary for it, relying only on knowledge of genetic engineering, that will allow us to identify deep motives of human`s actions. Therefore, morality is supposedly should pay attention to biological conditions of life, and not social [15].

Social anthropology provides for pedagogy and philosophy of education an idea of a person who determines the virtues we should look. However, *philosophical anthropology* is not able to provide a *general concept of man*, and even formulates a provision on the variability of ideas about a man depending on the epoch.

However, the anthropological approach to education remains determinative. In pedagogy it is important to use empirical data if it does not want to be unproductive, but data requires a certain way of considering, which is provided by philosophy, anthropology and phenomenology.

The anthropological approach in pedagogy should start anew every time when a new result of empirical research is obtained. Questions should be asked about the consequences of these data for a common understanding of human, especially for his social and educational development. The data of

empirical studies would be uncritical if they did not require philosophical and phenomenological explanation. At the same time, we believe that pedagogy should be based on hermeneutics as the only method of interpretation of data that determines the meaning of education.

We consider as important task set out by any epoch to form virtues, as components and necessary element of the moral structure of a person. Virtues, or moral qualities, determine the value orientation of a person, especially an activity of his/her behavior, as they can help him/her to embrace social standards of morality, make them part of someone's "I". Undoubtedly, in the most difficult situations, when solving certain life problems, a person relies largely on certain virtues the meanings of which are important to educate and to explain.

It seems to us that the formulation of this problem, which is not immediate in its significance, an attempt to give it a philosophical justification, can explain the influence that these ideas enjoy among modern philosophers and teachers.

Thus, the question arose as to the need to get out of the crisis situation, the preservation of democracy, basic rights and freedoms of the individual, the formation of a new consciousness of people and new values for this. According to O. Bollnov, *philosophy of education reveals these moral qualities, and the theory of education/schooling looks for methods and means of their formation*. The education of new moral qualities and knowledge in the education process, according to O. Bollnov, is served not only to strengthen the ethical nature of man, but to help to overcome the ethical crisis, ensuring the status quo of the existing system [2].

The task of educating existence achieved to solve with the aid of ***philosophical***, or ***anthropological pedagogy***, which should be based not only on psychology, but also on sociology and other human sciences. And thus, pedagogy, as O. Bollnov notes, "will become a comprehensive pedagogical anthropology" [3].

In the search for the ways of moral recovery of society, the subject that cannot be omitted is the places of most important institutions of the system of education.

The most forward-looking Western scholars of education problem believe that if the goal is not only to diagnose the observed phenomena of a moral crisis, but also to develop serious measures to overcome it, society cannot do without the help of these institutions. "The school is ought to fill a moral vacuum and educate young people to respect for property and work", said G. Mason, an English specialist in philosophy of morality [10].

Higher education institutions should "help students become morally matured", according to L. Kohlberg [7]. Schools and universities, he continues, should help young people understand the need and develop the ability to carry out those functions that will promote social progress and establishment of a just society.

It is emphasized that ***education should be considered as a social methodology that helps a person consciously to use his abilities to serve society***, to develop the ability to be responsive to others. "The main goal of education is to prepare a mature, holistic personality" [5].

Philosophy of education is intended to support freedom as the purpose of education and to compare values of free and obligatory (compulsory) system of education; to flesh out the content of the concept of "freedom", which will determine measure of responsibility of young people to society. Figuring out the influence of modern technology on the person, on the value of the educational process itself belongs to the tasks of the philosophy of education. All these issues undoubtedly deserve attention. The realization of educational possibilities of the philosophy of education depends on the approach to their comprehension and on the understanding of the subject of the philosophy of education.

As we can see, experts associate the solution of this problem with the creation of a new methodology, with the philosophical justification of the goals, tasks and methods of moral education. "Attempts to solve the problems of education without the power and wisdom of philosophy are inevitably doomed to failure" [4].

In a new methodology, they see ***the key means of humanizing the education system not only in integration with science, but also as strengthening its integrative component in the social education system***, the ultimate goal of which should be the affirmation in society and State and all their institutions such values as justice, equality, consent and dedication to the common cause.

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.

A new OECD report, "**A brief overview of the education: OECD Indicators**", explores the phenomenon of *global education*. It contains data on the development, financing and effectiveness of education systems in 35 OECD countries and some partner countries.

For the first time, two new indicators provide comparative data on the level of success in high school and access criteria to higher education. One section is devoted to the goal of the educational policy of the 2030 Agenda

Higher academic and vocational education remains popular and continues to create high profits for both individuals and taxpayers. However, new data show that the differences between the selected branches of the study are significant. This follows from recent OECD studies.

The report shows that *economics, administrative and legal sciences in OECD countries are the most popular areas*.

One in four students begins his study in these fields. In contrast, on average, only 16 per cent study engineering annually and only 5 per cent study computer science, even if the employment rate of these graduates exceeds 90 per cent in many countries.

For example, in Germany, law and economics are in demand among first-year students, like the OECD average.

However, the share of students in the field of science and technology is significantly higher than the OECD average (10 and 23% in Germany, compared to 6 and 16% in the OECD average). However, in the engineering sciences, female freshmen with a share of only 22%, which are also underrepresented than the OECD.

With an employment rate of about 90%, all three subjects reach similar values. In *social sciences and humanities*, the employment rate is 84%, but still higher for adults with only vocational education or a high school diploma.

In general, the economic benefits of higher education remain significant. For example, 88 per cent of adults with higher education are employed and 81 per cent are adults with secondary education. The income advantage of a worker with a higher education is on average 66 per cent, and he or she is

almost five times more likely to be among the leading workers than an employee with only professional qualifications.

"Higher education promises individuals a high income, but education systems should help young people in better choosing their education industry," said OECD Secretary General J. A. Gurría. "Equal access to quality education creates conditions for a fulfilling life and for economic development" [1].

Although the chances of high qualifications are increasing, the prospects for less skilled workers are deteriorating. Even in Germany, 13 per cent of 25-34-year-olds do not have a professional qualification or a secondary education diploma. This is less than the OECD average, but much more than in other dual-apprenticeship countries such as Austria or Switzerland.

At 4.3 per cent of gross domestic product (GDP), spending on education remains well below the OECD average of 5.2 per cent. In primary education, the cost per pupil is also lower than the OECD average of \$8,846. Even in higher education, expenses did not keep pace with the increase in the number of students.

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.

7. Conclusions

Sustainable Development Goals (SDGs) – are the key directions for the implementation of global integrated multilevel strategy of social, state and institutional sustainable development.

The global understanding of social development and institutional transformations for the sustainable development of society in the context of the internationalization of environmental protection, education and science involves the study of the interaction between individual specific societies, states, their educational and scientific models, such as: 1) a global system, 2) a component of international integration, 3) processes of internationalization.

The "2030 Agenda" also defines pedagogical concepts for the development of competence in understanding of sustainability within the framework of the educational goal.

Education is one of the crucial importance for the implementation of the UN global strategy "Agenda 2030".

The existing system of education teaches society the goals and assignments of sustainable development on a small and insufficient scale. However, the official policy document (Resolution) of the UN General Assembly forms the corresponding global strategy "Transforming our world: the 2030 Agenda for Sustainable Development".

Therefore, education plays a key role in the vision of a just, peaceful and sustainable society (as a world, continental, regional and national scale).

The International and European Integrated Strategy for Sustainable Social Development "Transforming our world: the 2030 Agenda for Sustainable Development" at the global level of education and science, offers a mechanism for achieving and ensuring inclusive, equitable and quality education and learning throughout life.

The process of democratization of social institutions of ecology, education and science makes it possible to effectively change decision-making in the field of socio-economic activity, education and science, consisting of two relatively independent factors: on the one hand – this is a community of citizens, teachers, scientists with the capacity for self-organization and self-government; and on the other – these are structures and bodies of public administration that fulfill the will of the state and society, but are capable to devolution of a portion of the power to self-government.

Education for sustainable development, environmental education, education for global citizenship and related concepts should teach competencies to help everyone transform the global world for joint cooperation.

Comprehensive competencies of this kind can be developed using training models, educational principles and problems inherent in current educational systems.

Specific directions for key areas of the education goal of global sustainable development (for all levels of education) should be included in the process of education and learning:

- Education for sustainable development.
- Global civic education and global learning.
- Political education.
- Ethical and moral education.
- Environmental education.
- Gender education / Equality in all educational aspects.
- Intercultural education.
- Human rights education.

Educational institutions should be transformed and improved as institutions that:

- are focus on all varieties of youth and persons with disabilities;
- must be "gender sensitive";
- should create and strengthen a safe, non-violent, inclusive and effective learning environment for everyone;
 - should increase scholarships for students from developing countries for higher education, including vocational training and information and communication technologies, technical and scientific programmes (both, through their involvement in educational countries and at the level of their own states);
 - should provide training for qualified educational staff, including international cooperation between developed states and developing countries.

Continuity of education in internationalization processes, its intensity can be ensured only under two principles.

The first one: the use of the latest, affordable and technically equipped high-tech training, knowledge acquisition.

The second one: a person's perfect knowledge of the methodology of independent research activities. The established structure should provide the same conditions for equal choice of scientific and educational actions, excluding coercion and domination.

The strategy aims to provide and enable everyone to obtain and complete free, equitable and quality primary, secondary and higher education, which will lead to appropriate and effective results for sustainable social development, both for individual states and for the global system.

It is also necessary to create the conditions for ensuring access for everyone, without distinctions (social, sexual, racial, ethnic origin) to quality education at all levels, and to create appropriate conditions until 2030, which will allow them to move to the next educational levels successfully and have the possibility to learn throughout life.

Thus, Agenda 2030 forms practical tasks for governments to ensure that they, through the transformation of the environmental protection system, environmental strategy, education ("education for sustainable development"), ensure the maximum conditions for all people to participate (through the acquisition of quality knowledge and skills through education) in socio-state, economic and political development.

All levels, models and systems of education (through the "education for sustainable development" model) should be transformed to acquire the knowledge and skills that are necessary for sustainable development: sustainable lifestyle, human rights, gender equality, promotion of a culture of peace and non-violence through global civic education and recognition of cultural diversity and the contribution of culture to sustainable development.

Ultimately, this will help to achieve success in cooperation at all levels – in protecting the surrounding environment and ecology, education and science, and in society as a whole.

Educational institutions should teach to collaborate together in partnership, improve sustainable development skills, develop critical thinking, share responsibility between students and the entire educational team. Educational institutions can be models of a sustainable lifestyle.

Education plays a key role in the vision and development of a just, peaceful and sustainable society (global, continental, regional and national). Education is one of the prerequisite for the fulfilment of the implementation of the UN global strategy "Agenda 2030". Agenda 2030 sets practical targets for governments to transform the system of education (Education for Sustainable Development). Educational institutions should be transformed and improved as institutions that should create and strengthen safe, non-violent, inclusive and effective learning environment for all members of society.

References

- [1] Bericht «Bildung auf einen Blick» – OECD-Indikatoren <<https://www.oecd-ilibrary.org/docserver/eag-2017-de.pdf?expires=1551013863&id=id&accname=guest&checksum=21E41CE8D1431F16030356934D01E344>>
- [2] Bollnow O.F. *Neue Geborgenheit. Das Problem einer Überwindung des Existenzialismus.* – Stuttgart, Köln: Kohlhammer, 2012. – 247 s.
- [3] Bollnow O.F. *Studien zur Hermeneutik. Band 1: Zur Philosophie der Geisteswissenschaften.* – München: K.Alber, 2015. – 344 s. – S.176.
- [4] Brammeld Th. *Education for the Emerging Age.* – N. Y. : Harper and Brothers, 2016. – VIII, 244 p. – P.6.
- [5] Finley R. *Realizing process' humanistic education.*– In: Konning A. (ed.) *Philosophy of the Humanistic Society.*– N. Y. : Routledge, 2015.– 207 p. – P.201.
- [6] Goodpaster K. E., Sayre K. M. (eds.) *Ethics and the Problems of the 21-ht Century.* – Chicago, Notre Dame: University of Notre Dame Press, 2016. – 217 p.
- [7] Kohlberg L. *Education for a just society. (Moral Development, Moral Education. Ethics and Educational Policy).*- Birmingham: Munsey, 2000. – 496 p. – P.463.
- [8] *Leading Education 2030. The 2030 Agenda for Sustainable Development:* <http://en.unesco.org/education2030-sdg4>.
- [9] *Learning Framework 2030 – OECD.* <http://www.oecd.org/education/2030/learning-framework-2030.htm>.
- [10] Muson H. *An overview of educational efforts to improve character.* – In: McClelland D. (ed) *Education for Values.* – New York : Irvington Publisher, 2002. – 220 p. – P.1-25. – P.3.
- [11] Potvin M. *Diversité ethnique et éducation inclusive: fondements et perspectives//Education et sociétés 2014/1 (№ 33).* – P.185-202.

- [12] Rat der Europäischen Union: Eine nachhaltige Zukunft für Europa: Reaktion der EU auf die Agenda 2030 für nachhaltige Entwicklung – Schlussfolgerungen des Rates. <http://data.consilium.europa.eu/doc/document/ST-10370-2017-INIT/de/pdf>.
- [13] The Future of Education and Skills Education 2030 – OECD. https://www.researchgate.net/figure/The-Future-of-Education-and-Skills-OECD-Education-2030-Framework-Knowledge-skills_fig7_326032010.
- [14] Vereinte Nationen: Resolution der Generalversammlung – Transformation unserer Welt: die Agenda 2030 für nachhaltige Entwicklung: <http://www.un.org/Depts/german/gv-70/band1/ar70001.pdf>.
- [15] Wilson E. O. Biophilia. – Cambridge (Mass.):Harvard University Press, 2014. – 157 p. – 12-16.
- [16] Ziele der Agenda 2030 für nachhaltige Entwicklung: <https://www.bundeskanzleramt.gv.at/entwicklungsziele-agenda-2030>.
- [17] Zinchenko V.V. Institutional trends and integrated international transformations of educational system in the context of the global sustainable development of society//Perspectives of Science and Education. – Vol. 38 Issue 2. – P.10-24.
- [18] Ziel 4. Hochwertige Bildung: https://www.bundeskanzleramt.gv.at/entwicklungsziele-agenda-2030#Ziel_4_Inklusive_gleichberechtigte_und_hochwertige_Bildung_gewaeehrleisten_und_Moeglichkeiten_lebenslangen_Lernens_fuer_alle_foerdern.