



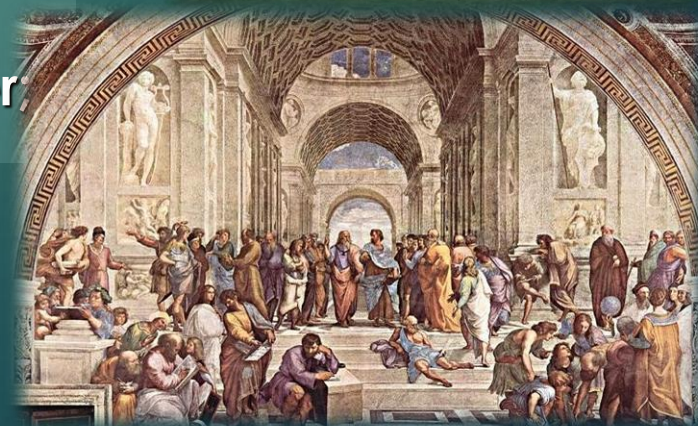
HIGHER EDUCATION IN THE CONTEXT OF IMPLEMENTATION OF SUSTAINABLE DEVELOPMENT PRINCIPLES



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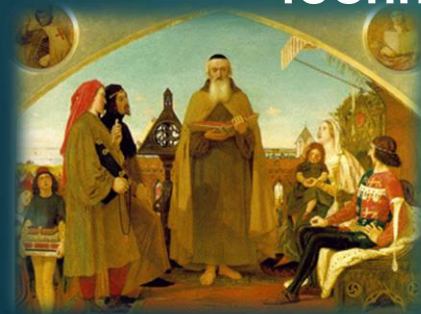
The goals and nature of education have evolved along with the history of human civilization:

- education in primitive cultures (Paleolithic and Neolithic epochs) is the basis of survival and has a visual, normative character;
- education in ancient civilizations is the basis of moral self-improvement and has an elitist orientation;
- Education in the era of antiquity is the path to wisdom, has a holistic character



The goals and nature of education have evolved along with the history of human civilization:

- education in the Middle Ages is close to God, the comprehension of his essence and has a scholastic direction
- during the Renaissance, education is the basis for the formation of a harmonious personality and has an encyclopedic character
- in modern times, education is the basis of professional activity and has a pragmatic orientation
- Education in modern times is the basis of scientific and technological progress and has a differential character



Modern education is the basis for the formation of a knowledge society and the transition to sustainable (balanced) development, has an integrated orientation, which is manifested through the following forms:

- organization of research on the border of related scientific disciplines;
- development of scientific methods, theories that are important for many sciences, perform general methodological functions;
- changing the nature of the tasks solved by modern science – they are becoming more and more complex.



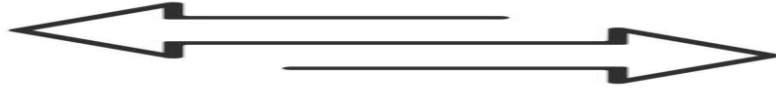


- The first "wave" (1972) is associated with the awareness of the fact of man-made pollution of the environment
- The second "wave" (1986) entered the international experience called "Environmental Education for Sustainable Development"
- The third "wave" (1997) was called "Education for a Sustainable Future of People"
- The fourth "wave" (2005) was named by the UN General Assembly "Education for Sustainable (Balanced) Development".



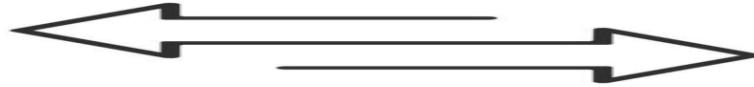
- The fifth wave (2015) is characterized by the implementation of numerous European programmes on green initiatives, such as the European Green Deal, which aims to make Europe the first climate-neutral continent by 2050. This period is marked by the integration of sustainability principles into all sectors, including education, industry, and governance. The adoption of the United Nations Sustainable Development Goals (SDGs) in 2015 further reinforced the global commitment to environmental education and sustainable practices.





A number of contradictions that are characteristic of the current stage of environmental education evolution:

- **between the speed of acuteness awareness of the ecological situation, the need to solve environmental problems, the level of economic development and the rate of degradation of the natural environment;**
- **between the fragmentation of environmental education, the existence of numerous environmental courses, the greening of education due to partial correction of the education content, and the relevance of creating and implementing a single effective methodology of environmental education;**



- between the idea that environmental education is a continuous purposeful process that should cover all age and professional groups of the population, and the general practice of organizing environmental education in universities by studying often only one environmental course;
- between the general recognition of the importance of environmental education and its insufficient comprehensive educational and methodological support.

Starting points of environmental education:

- Formation of environmental awareness and responsibility;
- Integration into all spheres of life;
- Development of practical skills of sustainable development.



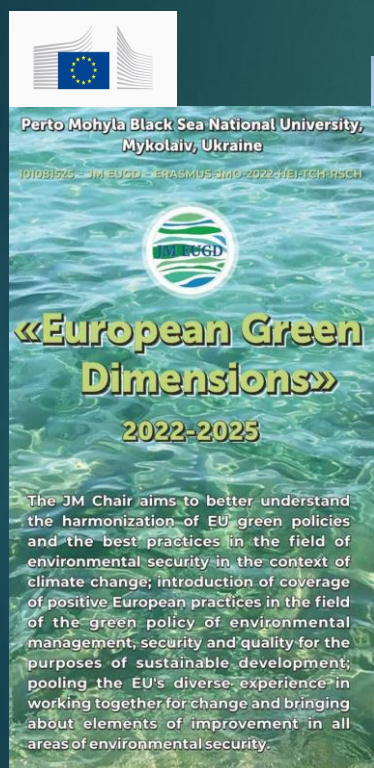
The purpose of environmental education is the formation of a holistic worldview, understanding of the organic unity of the world, awareness of the value of any culture and personality, respect for each natural organism; understanding of the relationship between local and global environmental problems, readiness for joint actions to solve the latter.



Basic categories of environmental education:

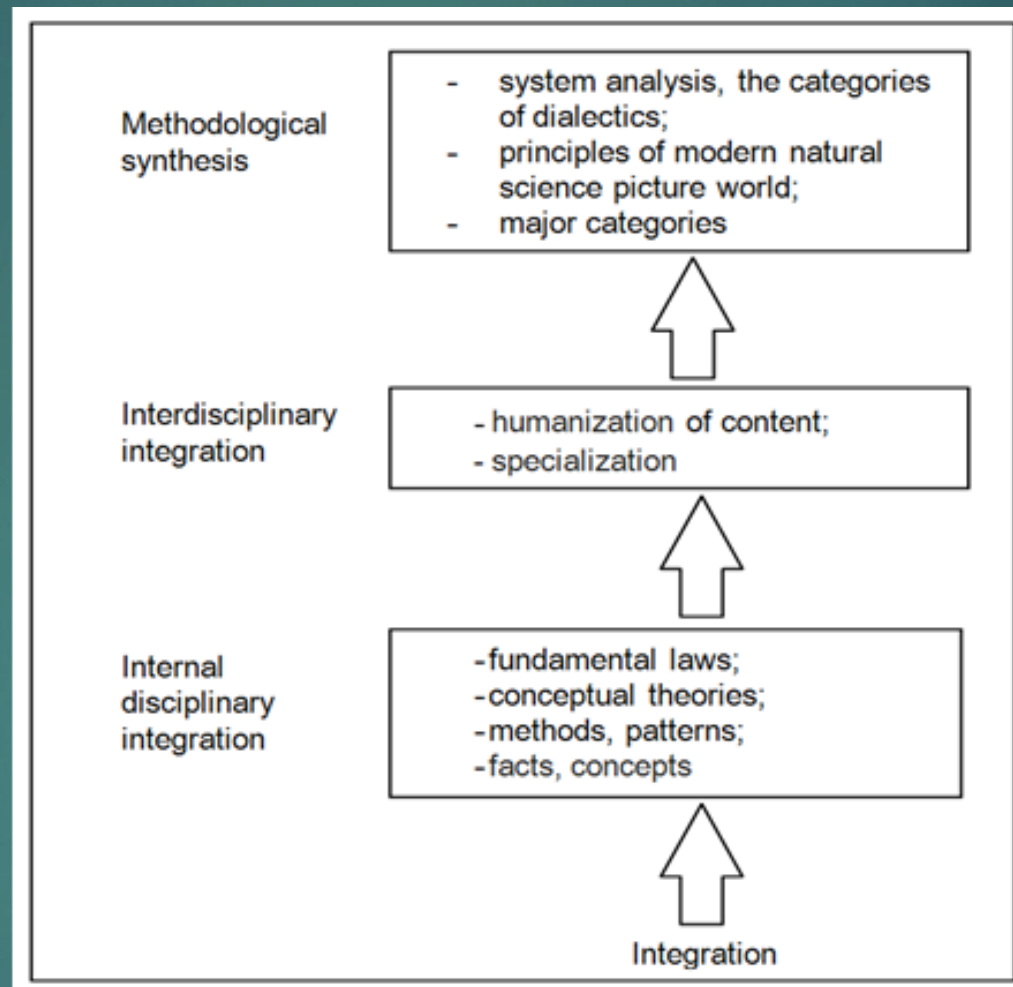
- the value of life; the value of each person's life;
- quality of life;
- environmental safety;
- environmental quality;
- relationships in the environment;
- forecasting the future development of man, nature and society.

The Ecology Department of the Petro Mohyla Black Sea National University implements interdisciplinary European studies in the field of European green initiatives.



The integrated approach to the environmental education is a special type of designing its content which opens the system of interdisciplinary links, and it also coordinates, unites and systematizes knowledge about the main natural-science theories, basic categories and principles of the modern natural-science picture of the world.





Levels and directions of the integrated approach implementation.




The principles of selection and structuring of educational material:

- ☐ systematic;
- ☐ interdisciplinary connections;
- ☐ fundamentalization;
- ☐ professional orientation of the education's content.



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«European Green Dimensions»

2022-2025

The JM Chair aims to better understand the harmonization of EU green policies and the best practices in the field of environmental security in the context of climate change; introduction of coverage of positive European practices in the field of the green policy of environmental management, security and quality for the purposes of sustainable development; pooling the EU's diverse experience in working together for change and bringing about elements of improvement in all areas of environmental security.

The integrated course "European Green Dimension»" is implemented under the EU Erasmus+ Jean Monnet Activities & includes key elements of European environmental policy.

<https://eugreendimensions.chmnu.edu.ua/>

- ✓ Green initiatives; green roadmap; adaptation to the effects of climate change in the framework of the European green dimension;
- ✓ Green economy;
- ✓ Energy efficiency, renewable energy;
- ✓ Water resources management: water quality, wastewater treatment;
- ✓ Protection of atmospheric air; environmental control and monitoring systems;
- ✓ Industrial and household waste management, eco-friendly technologies, and others remain important and extremely relevant issues of directing the national strategy to the European green policy.

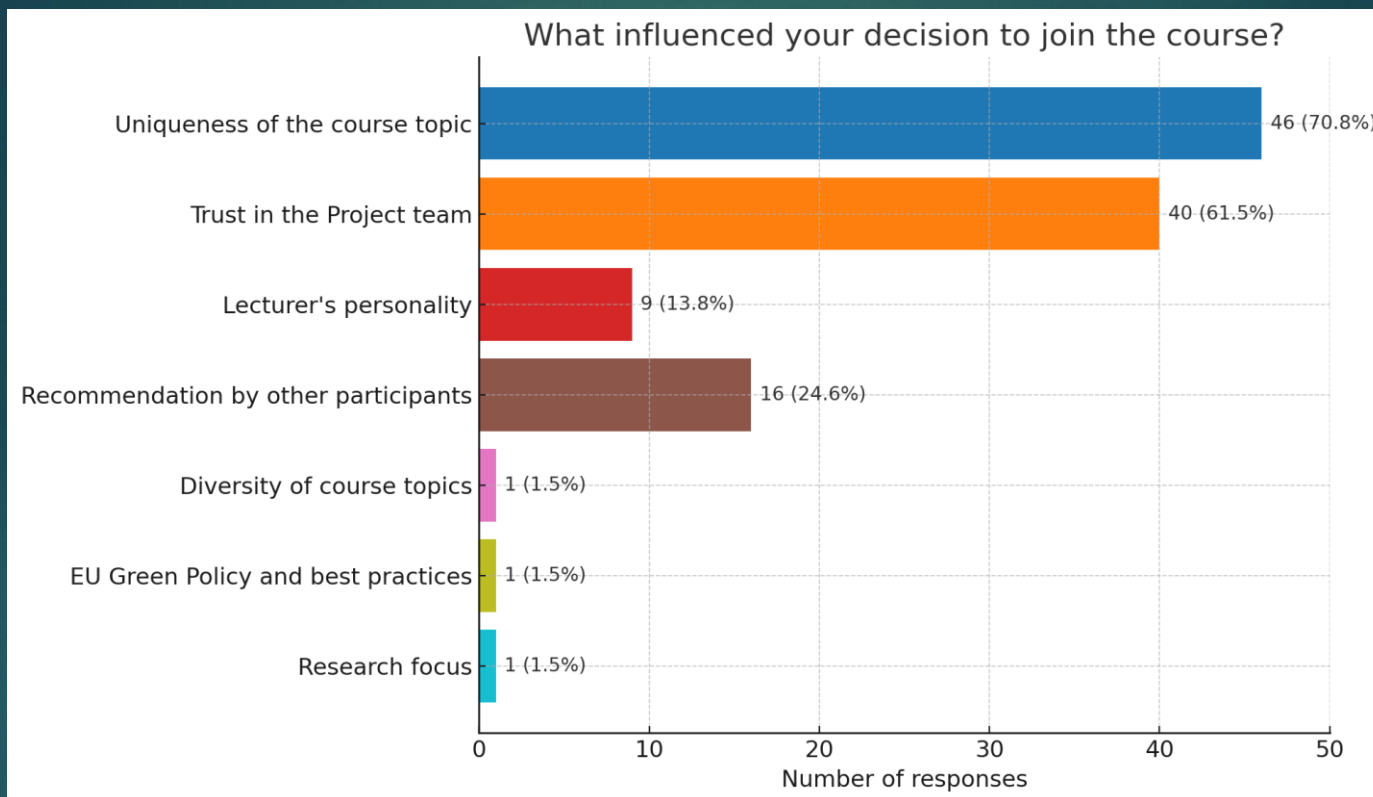
Learning outcomes:

- understand the difference between policies and tools of EU and Ukraine for environmental monitoring and management;
- explain goals and system of environmental management at national, regional/EU and global levels;
- understand and articulate key ecological challenges;
- articulate and understanding of the evolution of systems thinking, ecosystems thinking, the ecosystem approach and ecosystem services, and the implication of this for the continued evolution of integrated water and environmental management contexts;
- knowledge and understanding of EU green policy and its role in a globalized society;
- understand and use topical and correct terminology related to the environmental management in Ukrainian and English;
- ability to conduct analysis, synthesis, creative reflection, evaluation and systematization of various information sources in conducting research European green policy;
- make use of information sources pertaining to global instruments and multilateral environmental agreements (MEAs) as well as EU environmental policy;
- knowledge of the basic principles, types, methods and means of environmental monitoring and their ability to assess and predict the state of the objects of the environment;
- understand of the environmental management system and procedures for activities of enterprises in order to environmental security, its functions, tasks at the global and national levels;
- knowledge of the latest advanced green technologies and innovations;
- discuss the evolving green policy and tools, principally addressing EU and Ukraine practices of adapting to climate change, natural resources, biodiversity.

Types of generic competences:

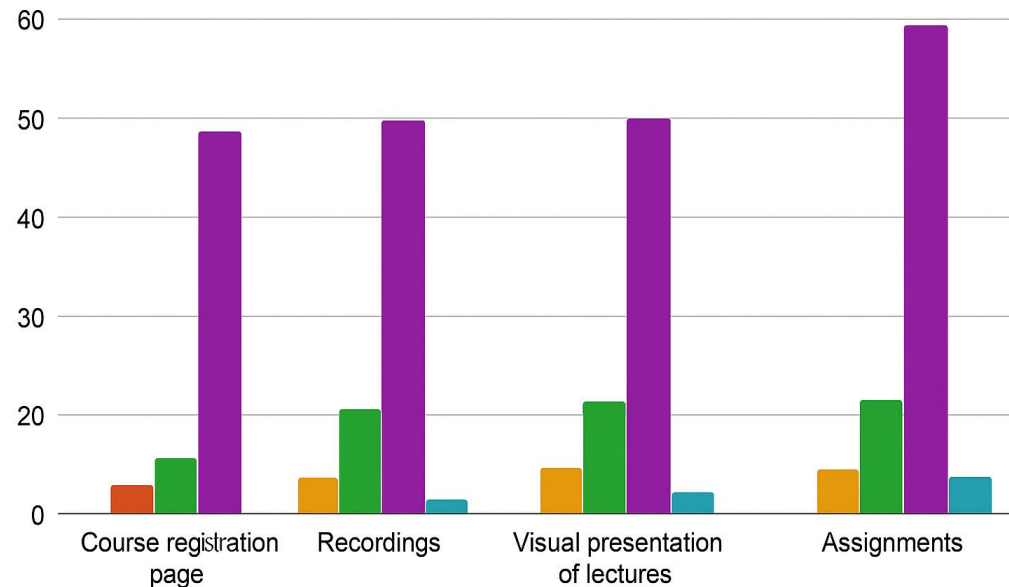
- ☐ instrumental competences (cognitive abilities, methodological abilities, technological abilities and linguistic abilities);
- ☐ interpersonal competences ("soft skills");
- ☐ applied competences.

What was the deciding factor for choosing this course?



After the course, its participants were offered an anonymous questionnaire, which asked questions about the quality of the presentation (indicators, that will be used: relevance of the topic, completeness of the material, methods, and forms of presentation of educational/scientific information on a scale of 2 (unsatisfactory), 3 (satisfactory), 4 good), 5 (excellent), and there were open-ended questions about further recommendations and suggestions for improving the course.

Please rate the course elements on a scale from 1 to 5.



The survey results indicate high satisfaction with various course elements. The majority of respondents rated all aspects with a 5, as represented by the dominant purple bars.

The registration page, video lectures, visual design, email notifications, and chat participation all received overwhelmingly positive feedback, suggesting that these features met or exceeded expectations.

Conclusions

- The current stage of development of the content of environmental education is characterized by a new status through the following leading directions, characteristics: systematic implementation of the ideas of education for sustainable (balanced) development to the mentality, way of life; search for analogues in national culture;
- Educational research should be carried out not in the direction of ecologization at the expense of additional educational material, when there is no single semantic field, but at the expense of conceptual ecologization (ideological, categorical integration);
- Conceptual ecologization is provided not by increasing the volume of educational material, violating its traditional logic and structure, but by giving the already existing educational material a new meaning, a vector of direction; The basic environmental categories should become the centers of integration, the backbone of the system.
- The formation of environmental consciousness and worldview is a complex and lengthy process. This is an educational and social problem, in the solution of which educational institutions of various levels, cultural and educational centers, political, governmental organizations, and the public should participate. The methodology of environmental education should become the ideological basis, philosophy, morality of all branches of human activity. Environmental education should stop developing only on the principle of agitation, declaration, political games, and should become the main imperative of activity in all spheres of life and production.



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THANK YOU FOR YOUR
ATTENTION!

I invite you to collaborate!



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