В. В. Зинченко

Реализация целей устойчивого развития в новой институциональной реальности для образования

Проблема и цель. Философия образования выступает как методология реализации Целей устойчивого развития в современной системе образования. Равный доступ ко всем уровням образования для всех уже в основном достигнут благодаря возможностям международного доступа к открытым образовательным программам, предоставляемым через Интернет. Еще одна большая проблема – это большой разрыв между образовательными требованиями и мотивацией людей учиться.

Цель – выяснить методологическую миссию философии образования в глобальной стратегии сотрудничества в области образования и науки в соответствии с реализацией целей устойчивого развития.

Методы. Применялся междисциплинарный подход с элементами анализа документов, функционального анализа, неоинституционализма и метод ценностного воспитания. Философия образования предусматривает исследование образования с точки зрения существенных изменений в функционировании основных учебных заведений во взаимосвязи со структурами образовательной сети. Ценности устойчивого развития обязывают создать новую нормативную базу для легитимации новой образовательной политики.

Результаты и обсуждение. ООН, ЮНЕСКО, ЕС и другие международные организации считают образование неотъемлемым и важным условием продвижения демократии и прав человека, укрепления глобальной гражданственности и устойчивого развития и создают новую нормативность. Все учащиеся приобретают знания и навыки, необходимые для устойчивого развития, в том числе посредством образования в интересах устойчивого развития, устойчивого образа жизни, защиты прав человека, гендерного равенства, продвижения культуры мира и ненасилия, посредством глобального гражданского образования и признания культурного разнообразия и вклада культуры в устойчивое развитие. Философы-антропологи ставят перед любым обществом важную задачу – привитие добродетелей как необходимого элемента нравственного уклада личности.

Заключение. Философская оценка целей устойчивого развития должна стать первой задачей философии образования. Следует проанализировать соотношение между базовыми ценностями устойчивого развития и академическими институтами, взаимосвязь между государственными и частными средствами реализации образовательной политики, основанной на выполнении целей устойчивого развития.

Ключевые слова: цели устойчивого развития, философия образования, образовательные программы, образовательные учреждения, международные организации, «Повестка 2030»

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Implementation of sustainable development goals in the new institutional reality for education

Problem and purpose. This paper makes a focus on main tasks of implementation of Sustainable Development Goals in modern education system. Philosophy of education has a special mission in creating of methodology of this activity. Equal access to all levels of education for all is already mostly achieved due to the possibilities of international access of open educational programs provided by internet. Another big problem is a big gap between educational demands and motivation people to learn.

The purpose is to find out the methodological mission of philosophy of education in global cooperation strategy in the field of education and science according to implementation of Sustainable development goals.

Methods. The interdisciplinary approach with elements of analysis of documents, functional analysis, neo-institutionalism and value education method were applied. Philosophy of education provides research of education in terms of significant changes in functioning of the main educational institutions in their interrelations with educational net structures. Values of sustainable development give the obligation to create new regulatory framework for legitimating of new educational policy.

Results and discussion. UN, UNESCO, EU and other international organizations consider education to be an integral and important condition for the promotion of democracy and human rights, the strengthening of global citizenship and sustainable development and create new normativity. All students acquire the knowledge and skills necessary for sustainable development, including through education for sustainable development, sustainable lifestyles, human rights defense, gender equality, promoting a culture of peace and non-violence, through global civic education and recognition of cultural diversity and the contribution of culture to sustainable development. Philosophers-anthropologists set an important task for any society – the instilling of virtues as a necessary element of the moral structure of the individual.

Conclusion. Philosophical evaluation of the sustainable development goals should be the first task for the philosophy of education. It should be analyzed the correlation between basic values of the sustainable development and academic institutions, interrelation between state and private means of implementation of educational policy, based on sustainable development goals performance.

Keywords: sustainable development goals, philosophy of education, educational programs, educational institutions, international organizations, “Agenda 2030”

For Reference:
Introduction

Developed countries (primarily EU (European Union) countries) have committed themselves together with all 193 UN (United Nations) member states to implement the global strategic plan entitled “Transforming Our World: A Sustainable Development Agenda for 2030” [15] (Agenda 2030). In addition to justification of plan this document consists of Sustainable Development Goals (SDGs), which indicates the main directions of global society development.

Thanks to the 17 SDGs, the world community differs specific areas of activity to implement its ambitious vision of a peaceful, just, socially inclusive world. For future global society will stably and discreetly use natural and human resources, it should make already nowadays comprehensive changes in economic, social (including educational and scientific) and environmental levels [12; 13]. This means also efforts to ensure universal respect for human rights and to enlarge personal possibilities, to guarantee equality and self-determination of citizens of every country.

In addition to encouraging people and protecting the environment and social development, Member States declared their determination “to take the bold and transformative steps which are urgently needed to shift the world on to a sustainable and resilient path” [15, p. 1], and promised to work together and thus “tirelessly” [15, p. 3]. Thus, the concept of partnership in “the spirit of strengthened global solidarity” [15, p. 2] plays an important role in the implementation of the “Agenda 2030”: “Our journey will involve Governments as well as parliaments, the United Nations system and other international institutions, local authorities, indigenous peoples, civil society, business and the private sector, the scientific and academic community – and all people” [15, p. 12].

Problem

Cooperation at all levels is crucial for sustainable development: governments and civil society, the private sector, the education sector and individuals must work together to make progress in reshaping the world. But for now it is still great inconsistency between the functioning of different levels and different social institutions and social systems. Overcoming this inconsistency cannot be achieved by spontaneous self-regulation on the model of the classical liberal ideal of market functioning. Instead, the next generation needs to be prepared in advance for joint action to achieve agreed goals and for productive communication based on common principles [14]. All this is largely the task of the education system, and the success of the education system directly depends on the definition of its goals and means, the expected results and the necessary competencies. This is a task for the new philosophy of education, which should indicate the way to bridge the gap between the tasks of education and motivation to learn.

The purpose of this research is to find out the methodological mission of philosophy of education in global cooperation strategy in the field of education and science according to implementation of Sustainable development goals.
Methods

Institutional and value analysis of education for sustainable development

In this paper the interdisciplinary approach with elements of analysis of documents, functional analysis, neo-institutionalism and value education method were applied.

This research was based on analysis of results of interview and primary analytics, published in Methodical recommendations “Strategies of higher education in the context of internationalization for sustainable development of society” that were prepared by a team of authors based on the analysis of the leading experience of implementing strategies of higher education in the context of internationalization for sustainable development of society [13] and Ukrainian nationwide survey “Prospects and needs for the development of Ukrainian universities in the process of reforming higher education in the context of European integration” [9, p. 7-10]. The results of the survey demonstrate the directions of internationalization of HEIs, the level of involvement and support of respondents in international activities.

37 HEIs (higher education institutes) took part in the survey, including: public – 33, private – 2, municipal – 2. Answers to the questionnaire proposed for the survey were provided by research and teaching staff of higher education institutions (which are additionally classified into two categories – scientific-pedagogical staff, SPS (managers and teachers / researchers), as well as applicants for higher education (students / graduate students).

Institutions represent 17 regions, including the leading university centers – Kyiv, Kharkiv, Lviv, Odessa, Dnipropetrovsk and Donetsk.

According to formalized features, institutions mostly belong to the larger half of the HEI of Ukraine. Among them, 29 (78%) national, 27 (73%) occupy positions in the first half of the rating “Consolidated” in 2019 from 239 institutions, which integrates the ratings “Top-200 Ukraine”, “Scopus” and “External Evaluation Score for contract”.

In addition, Lviv Polytechnic National University is in the group of 801-1000 international university rankings “Times”, and the National Technical University “Kharkiv Polytechnic Institute”, Sumy State University and the mentioned National University “Lviv Polytechnic” occupy 651-800 international university QS rating. Thus, the obtained conclusions can be considered valid for free economic education or university practice of Ukraine.

The data obtained suggest that "managers" are most involved in activities related to the implementation of international educational / research projects (52% and 41% respectively).

In the case of teachers / researchers, the following four areas of internationalization of higher education were the most significant and equivalent in terms of involvement:

- international research projects (32%);
- international educational projects (31%);
- training of foreign applicants for higher education (31%);
- joint scientific publications with foreign researchers (30%).

Given that managers and teachers / researchers are of paramount importance in the process of internationalization of educational projects (52% and 31% respectively), research projects (41% and 32% respectively) and joint publications (33% and 30% respectively), we state that that joint scientific and educational activities (especially at the professional and personal level) are considered by the representatives of these academic groups as the most important factor of “convergence, mutual understanding and mutual influence”.

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The above allows us to define such an “institutional policy of internationalization” of domestic HEIs as transversal, one that promotes education for sustainable development. At the same time, it is not very comforting that only 30% of teachers / researchers are involved in joint scientific and educational activities based on personal and professional communication. This indicator is insufficient for the implementation of internationalization in the context of modern requirements and can be considered only as an intermediate result of the implementation of “transformative strategies” for the development of higher education in Ukraine.

The following parameters turned out to be commensurate for managers and teachers / researchers:

- teaching foreign languages of profile academic disciplines (24% and 23% respectively);
- joint scientific publications with foreign researchers (33% and 30% respectively).

Significant differences in the level of involvement of representatives of these two categories of SPS were evidenced by several areas of internationalization:

- international mobility (30% of managers against 21% of teachers / researchers);
- development of English-language competence of SPS (37% of managers against 25% of teachers / researchers).

Other important indicators in the category of “managers”, because more than a third of managers show their involvement in these areas of internationalization, in our opinion, include:

- training of foreign applicants for higher education (39%);
- joint scientific publications with foreign researchers (33%).

In the category “teachers / researchers” we note the fact that slightly less than 1/5 of the representatives of this group (18%) at the time of the survey are involved in the implementation of joint educational programs with double diplomas.
According to the results of the survey, it is also possible to state in general a sufficient level of involvement of members of the academic community of the HEI of Ukraine in the processes of internationalization, as for most areas of internationalization this figure is about 30% or less. In addition, it should be noted that the assessments in some areas (joint educational programs with double degrees; joint scientific publications with foreign partners) are quite high, which can be clarified by involving the most active in international activities representatives of SPS [9, p. 10].

Neo-institutionalism was implemented to the conceptualization of new institutional design of the system of education of Ukraine in order to the demands of SDGs.

Values of sustainable development give the obligation to create new regulatory framework for legitimating of new educational policy. At the same time these values should be interconnected with value heritage of Ukrainian pedagogy and achievements of Ukrainian philosophical anthropology. SDGs should be legitimized according to this values and anthropological ideas [5].

Ukrainian philosophy of education provides researches of education in terms of significant changes in functioning of the main educational institutions in their interrelations with educational net structures. Existing educational communities in Ukraine are the source of human capital for new educational net structures and these communities could not be ignored in institutional changes of system of education of Ukraine.

Results of research

**Education as a key area of sustainable development**

Education is one of the key prerequisites for the implementation of the entire Agenda 2030 [6], so education has a key role to play in seeing a just, peaceful and sustainable global society. The world community has set its own goal: to ensure “inclusive and equitable quality education at all levels” for persons of all ages and to promote all “life-long learning opportunities that help them to acquire the knowledge and skills needed to exploit opportunities and to participate fully in society” [15, p. 7]. Providing of education for sustainable development is international task and it needs international cooperation of educational institutions [16].

To achieve this, all education partners around the world must be involved. In particular, SDG 4 aims on «inclusive and equitable quality education» to achieve some tasks on which it should make emphasize [17].

The SDG implementation mechanisms for these tasks performing produce some organizational and evaluation problems.

**Table 1**

<table>
<thead>
<tr>
<th>Resume of SDG 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” [15, p. 18]</th>
<th>Up to date situation</th>
<th>Problem to solve</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</td>
<td>In academic practice this means that not the content, but the forms and ways of communication become the educational priority.</td>
<td>It should be found the performance of significant educational content in proper inclusive forms, especially for sensitive categories of students.</td>
</tr>
</tbody>
</table>
4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries.

But in the situation of covid-19 pandemic almost every country acquires status of “developing country”. It is very likely that some form of pandemic will be replaced by another form, but there will be no world without a pandemic [1]. That is why there will never be enough resources, even for the rich countries. All forms of international cooperation become even more in demand – pandemic is always dangerous for everybody.

It is necessary to create scholarship programs for international membership in such programs – for persons, teams and organizations not only from Africa, but from Asia, Europe, America, Australia as well. But individual desires and wishes not always and clear correlate with organizational goals – in extreme and existential cases person could perform egocentric behavior, oriented on up to day needs and not to care about the future interest, collective and personal as well.

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

People lose their jobs because of reduction and re-profiling of production, production automation and dehumanization. Not every step and kind of such automation is necessary. Success of training programs for teachers depends not just on technical improvement and administrative permission – it is a big gap between educational demands and motivation people to learn. Only if people just start to learn or not interrupt learning it would be real to provide sufficient literacy and skills for all adolescents and the majority of adults.

Philosophy of education on the new demands of education for sustainable development

All controversial situations of distribution and allocation of limited resources could be analyzed and correctly solved through the clarification of the goals and values – including goals and values in the sphere of education. Socially significant and individually significant goals and values of the person can be different, manifested in different ways – from superficial conflict to mature forms of interaction with society. Conflict with society could be transformed in the inner conflict because it could be extended by the individual on himself as a part of this society, as a part of culture of this society. Social conflict could take a form of the interpersonal conflict, but it could be the conflict that is inner for this person. Social philosophy could help to identify causes of social conflicts and therefore – could help to find the ways out of them. If we take into examination the education, social philosophy works as a part of philosophy of education.

Thoughtful, responsible attitude person to oneself arises on the basis of conscious, purposeful activity of self-education. Generated by social needs, the system of science and education acquires relative independence from those requirements that do not meet the criteria of social value and social integration, go against the actual or potential needs of not only the individual but, above all, society. The philosophy of education is directly and deeply connected with socialization and self-education, but it is neither one nor the other. Its main function – to keep a balance in its influence on the formation of personality in the pursuit of own independence, on the one hand, and the social order – on the other. No matter how important the appeal of modern pedagogical and philosophical-educational schools to global problems is, it should be noted that philosophers mostly underestimate the role of developing a general ethical theory, common approaches to solving modern moral problems.

For example, there is a fascination with highly specialized aspects when considering environmental problems (for example, disputes about which natural objects are legitimate to talk about morality [2]) to the detriment of the development of methodological principles for their solution. This provokes the desire of some scholars to link the solution of the
most important problems posed by the modern world with the development of “ethics of life”. An example is the book by American biosociologist Edward O. Wilson “Biophilia”. Expressing the correct opinion that the “ethics of life” should be based on the principle of humane treatment of all living things, preservation of inherited genetic potential of mankind, Wilson believes, however, possible to solve the problem in isolation from the necessary social conditions, relying only on the knowledge of genetic engineering, which, in his opinion, will only make it possible to identify the deep motives of human actions. Therefore, morality is supposedly designed to pay full attention to biological rather than social living conditions [16, p. 12-16].

Also, social anthropology provides for the pedagogy and philosophy of education the idea of human being, which determines the virtues that must be instilled in person. However, philosophical anthropology is unable to provide a generalized concept of human being, and even formulates a position on the variability of ideas about human being depending on the type of society.

Still the anthropological approach to education remains crucial – in pedagogy it is important to use empirical data if it does not want to be fruitless, but these data require a certain way of consideration, which provides philosophy, anthropology and phenomenology [6, p. 9-82].

Ukrainian experience of internalization of higher education as implementation of SDGs

In Ukraine at the last years there was a significant increase in the sphere of internationalization of the functioning of HEIs. However, a much greater potential for such internationalization was declared by the Ministry of Education and Science of Ukraine, in particular in setting appropriate targets for the rectors of the HEIs of Ukraine on the percentage of annual increase in the internalization of their university.

More than a third of students / graduate students are involved in international educational / research projects (35% and 33% respectively).

According to the results of the survey, the involvement of students / graduate students in international mobility was quite high, accounting for 30% of the representatives of this categorical group. It should be further noted that the types and terms of international mobility were not determined by the criteria.

Comparing the data on students / graduate students with the data on NRP, we find that the levels of involvement in the internationalization of higher education "international projects" and in the direction of "joint educational programs with double degrees" are commensurate for these two groups (35% vs. 31%; 16 % vs. 18%). At the same time, international mobility among higher education seekers is slightly higher – 30% versus 21% among teachers / researchers.

The vision of managers regarding the level of assistance provided to SPS to facilitate their participation in the international activities of HEIs is “more optimistic” compared to the vision of teachers / researchers. The most common in the opinion of both managers and teachers / researchers were the following types of assistance:

- trainings (57% and 49% respectively);
- consultations (71% and 56% respectively);
- English language courses (65% and 57% respectively).

The results of the survey indicate a low level of financial support from universities for various types of international activities of SPS: this figure is 17-22% for managers and 9-12% for teachers / researchers.
The above facts allow us to form the following recommendations for HEIs:

- to strengthen the motivation of teachers / researchers for their participation in the international activities of HEIs;
- to raise the level of awareness of teachers / researchers about the types of assistance available in the HEI provided by SPS to facilitate their participation in international activities;
- increase the share of teachers / researchers who receive assistance in international activities of the HEI;
- increase the share of funding aimed at supporting the participation of SPS in international activities;
- to carry out managerial monitoring of the processes of providing assistance to SPS to facilitate their participation in the international activities of the HEI.

The need to strengthen the efforts of various stakeholders (at European, national, institutional and individual levels) to make the representatives of the academic community of the HEI of Ukraine aware of the significant impact of internationalization processes on the quality of higher education is also considered critical.

![Developers of project applications for participation in international cooperation programs](image)

**Figure 2** Developers of project applications for participation in international cooperation programs [9, p. 14].

As we can see from the data, the respondents showed a certain unanimity in identifying the “most significant developer” of project applications in the HEI and this “hero” was expected to be a “special unit” (eg, international relations department) (73%, 60% and 51% respectively).

Regarding the assessment of the role of the HEI administration in the process of developing project applications for participation in international cooperation programs, the results were also comparable for all three groups (32%, 26% and 34%, respectively). All three groups also underestimated the role of foreign partners in this process (17%, 8% and 9%, respectively).
In fact, the assessment of managers and teachers/researchers of the role in the process of developing project applications for participation in international cooperation programs was the same:

- heads of departments (38% and 35% respectively);
- teachers/researchers (58% and 52% respectively).

As in previous cases, managers demonstrate a somewhat "more optimistic" vision. The views of respondents belonging to different categorical groups in assessing the role of students in the process of developing project applications for participation in international cooperation programs differed:

- Managers and teachers/researchers rated this role rather low (15% and 9% respectively).
- At the same time, applicants for higher education rated the role of students in the process of developing project applications for participation in international cooperation programs much higher – 24%.

The above data and conclusions allow us to provide certain recommendations for HEIs, namely:

- Collaborate more actively with foreign partners (for example, by organizing exchanges and joint events, preparing joint reports and publications) to “provoke” them to play the role of “project developers”.
- To support and develop the potential of representatives of various groups of the academic community of the university (from student to manager) through the development/diversification of the free economic system (set of measures, mechanisms, tools) motivation and assistance for effective implementation of the role of project applicant.
- Improve communication and cooperation between managers, teachers/researchers and freelance students/graduate students in the process of developing project applications for participation in international cooperation programs.

In general, it should be noted that the academic staff positively assesses the state of internationalization in the HEI of Ukraine, although teachers/researchers note the achievements in specific areas more restrained than higher education seekers and managers.

The provided answers also indicate that the official requirements for internationalization and publication activity of SPS are insufficiently supported by funding from the HEI. It can be argued that the implementation of these requirements is carried out mainly at the expense of academic staff or donor organizations/international projects [9, p. 15].

**Discussion**

**Philosophy of education as a methodology of education for sustainable development**

But “Agenda 2030” is not just for governments. All people are called to 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. By learning to work in partnership, develop sustainable development skills, develop critical thinking, and share responsibilities between students and the entire educational team, educational institutions can be examples of a sustainable lifestyle.

In the search for ways to moral recovery of society one can not avoid the question of what place in this process is given to the most important institutions of education and science.
The most far-sighted researchers of education and science believe that if the goal is not only to diagnose the observed phenomena of moral crisis, but also to develop serious measures to overcome it, society can not do without the help of these institutions. “The school is designed to fill the moral vacuum and instill in young people respect for property and work” – said the specialist in the philosophy of morality H. Muson [11, p. 3]. Higher education institutions should “help students become morally mature people”, – develops his opinion American theorist of stages of moral conscience development Lawrence Kohlberg [10, p. 46]. Schools and universities, he continues, should help young people realize the need and develop the ability to perform in the future those functions that will contribute to social progress, the establishment of a just society.

Some researchers especially emphasized that education should be considered as a social methodology that helps a person to consciously use their abilities to serve society, to develop the ability to take into account the interests of others: “The main purpose of education is to prepare a mature, holistic personality” [7, p. 201]. The solution of this problem experts associate with the creation of a new methodology, with the philosophical justification of the goals, means and methods of moral education: “Attempts to solve the problems of education and upbringing without the strength and wisdom of philosophy are inevitably doomed to failure” [4, p. 6]. Philosophy of education integrates the possibilities of philosophical anthropology, social philosophy, ethics, political and organizational theories, theoretical pedagogy and therefore it could give a clear vision of interdependence goals, means and ways of performing of education for sustainable development tasks. That is why the philosophy of education is called to substantiate freedom as the purpose of education and science and to compare values of free and obligatory (compulsory) systems of education. The philosophy of education should reveal the meaning of the concept of “freedom”, which will provide an opportunity to more clearly define the degree of responsibility of young people to society. The task of the philosophy of education include finding out the impact of modern policy and technology on the individual, on the value of the educational process itself.

The anthropological method of consideration in pedagogy have to begin anew every time a new result of empirical research is obtained and it is necessary to ask what consequences follow from these data for the general understanding of human being, especially for his or her social and educational development. In turn, the data of empirical research would be uncritical if they did not need a thorough philosophical and phenomenological explanation. At the same time, we believe that pedagogy should also be based on hermeneutics as the only method of interpreting the data that underlie them and determining the meaning of education.

Philosophers-anthropologists set an important task for any society – the instilling of virtues as a necessary element of the moral structure of the individual. Virtues, or moral qualities, determine the value orientation of the individual, especially his or her activity, social behavior, because they help him or her to learn the social norms of morality, make them part of his or her self. Undoubtedly, in every complex and difficult life situation person bases his or her moral decision on certain virtues that are important to educate and explain their meaning.

It seems to us that the very formulation of this immutable problem, an attempt to provide it with a philosophical rationale, can explain the influence that these ideas still enjoy among modern philosophers and educators.
This raises the question of the need to overcome the economic crisis, to preserve the democracy, basic rights and freedoms of the individual. All this causes the formation of a new consciousness of people, discover of new values. According to Otto F. Bollnow, these moral qualities are revealed by the philosophy of education, and the theory of education/upbringing seeks methods and means of their formation. Education of new moral qualities and knowledge in the process of education, according to Bollnow, is designed not only to strengthen the ethical nature of human being, but also to help overcome the ethical crisis, ensuring the status quo of the existing system. The task of educating existence is designed to solve philosophical or anthropological pedagogy, which should be based not only on psychology but also on sociology and other humanities and social sciences. And thus pedagogy, as Otto F. Bollnow notes, “will become a comprehensive pedagogical anthropology” [3, p. 247].

Social philosophy, philosophical anthropology and ethics should give pragmatic and organizational results – so their elements should be implemented in political and economic educational programs, relevant laws and first of all in national educational systems. So it is necessary to integrate the benefits of these philosophical disciplines in one philosophical theory. Meanwhile it should be taken into account the pedagogical and political-institutional aspects of performing.

Philosophy of education as such integral philosophical discipline has now clear practical aim – an implementation of SDGs. In Ukraine in the sphere of higher education such integral results we can observe in the sphere of internalization of higher education of Ukraine.

Conclusion

Proper education could create ways out of social, economic and cultural crisis, but undue education could just much more deepen this crisis. That is why education as a key area of sustainable development. So it is acute need to create new philosophy of education – philosophy of education that fits to the demands of sustainable development. First of all this philosophy should give justification for the educational institutions able to prepare new generations for achieving of SDG. So such philosophy should be methodology of proper education.

The realization of educational possibilities of philosophical methodology depends on the concrete approach to their comprehension, on the understanding of the very subject of the philosophy of education. In the new methodology, the main means of making the education system relevant to the tasks of sustainable development is not only to refresh its integration with science, but it is also the strengthening of its integrative component into the social education system. The ultimate goal of new education system should be the establishment in society, state and in all their institutions such values as justice, equality, consent and devotion to the social common cause.

That is why the philosophical evaluation of the sustainable development goals should be the first task for the philosophy of education. It should be analyzed the correlation between basic values of the sustainable development and functions of academic institutions, interrelation between state and private means of implementation of educational policy, based on sustainable development goals performance.
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