

Sustainable education in Russia

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Abstract. In the modern world, many countries recognize that education should act in the interests and for the benefit of the ideas of sustainable development. At the same time, sustainable development itself becomes an integral element of quality education and its key factor. In Russia, the "national strategy of education for sustainable development" has been formed, which provides for a reorientation from ensuring that students have certain knowledge to the ability to analyse real problems and find possible solutions for them. At the same time, the traditional approach to teaching based on the study of specific subjects remains, but it is important to ensure that each student is able to carry out an interdisciplinary analysis of real-life situations. Currently, a project on "Key areas of development of Russian education for achieving the goals and objectives of sustainable development in the education system" until 2035 has been developed and published, which contains indicators that allow us to assess the achievement of the goals set out in it. However, this document hardly presents the level of higher professional education and its contribution to sustainable development. The article will examine the role of Russian higher education in the concept of sustainable development.

1 Introduction

Education implemented in the interests of sustainable development should provide real opportunities for a number of social transformations that make it possible to create socially just societies, achieve sustainable development in society and in the process of realizing human potential [1, etc.]. Issues of sustainable education are in the focus of attention of modern researchers who seek to determine its role in the formation of the concept of sustainable development in society, to determine approaches to the implementation of its ideas and principles through education, etc. [2,3,4,5, etc.]. Search query for the parameter "sustainable education" in the scientific electronic library (elibrary.ru) issues more than 910 thousand publications on the topic, which indicates the relevance of this research topic.

Active work on education for sustainable development at the international level has been carried out since the early 2000s. Back in 2013, UNESCO adopted a document called the "global programme of action for education for sustainable development", which aims to increase the scale of this activity in the global context. Starting in 2015, adopted at the

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international level, the agenda of "the Transformation of our world: the 2030 agenda for sustainable development" highlights a specific goal for sustainable development in the part that concerns education. The goal is formulated as "ensuring inclusive and equitable quality education and promoting lifelong learning opportunities". In accordance with this goal, it is important to develop the skills that will allow us to implement the concept of sustainable development in the long term.

The government of the Russian Federation, along with 192 other countries, has accepted this message. And in 2017, there were corresponding instructions from the President. They refer to "the inclusion in Federal state educational standards of requirements for the development of basic knowledge in the field of environmental protection and sustainable development...". There are also a number of organizations in Russia that take an active part in promoting ideas related to sustainable development. These include, in particular, can be attributed to educational, nonprofit and commercial organizations: The SBER group of companies, the SKOLKOVO Moscow school of management, the Institute for sustainable development strategy in Saint Petersburg, the Russian branch of the network for finding solutions for sustainable development (SDSN) in Moscow, and others. Various conferences and events dedicated to these issues are held. Such as, for example, the "week of sustainable development in St. Petersburg", which has been implemented as a project since 2016.

In Russia, one of the goals of sustainable education set out in the above-mentioned strategy is "ensuring equal access to quality education in the field of Economics, environment and social disciplines for all categories of the population, regardless of their place of residence, income level, gender, religious and other differences". In addition, sustainable education is presented as a process that is implemented throughout a person's life. So, training is built up from an early age, implemented up to the level of higher education, in addition, a system of additional education is provided, which is also aimed at the adult population. It should also be noted that training is currently beyond the scope of the formal education system offered. There is also an alternative opportunity to design an individual trajectory based on the use of online training and in-house programs. The role of higher education provides for the formation of such a volume of knowledge and level of competence that will affect the employment opportunities of graduates (including by focusing educational standards on professional ones). In addition, there is an understanding of the need to conduct applied scientific research in various fields that are relevant to sustainable education. These studies are aimed at the formation of adequate concepts, life values and attitudes, the use of new effective teaching methods and the development of tools to evaluate the results of this training, etc. The strategy itself has a long-term character, its first stage was implemented until 2009, the second until 2012, and the third until 2015 and beyond.

The currently developed draft document on "Key areas of development of Russian education to achieve the goals and objectives of sustainable development in the education system" until 2035 examines in detail the current trends in education, shows the relationship of Russian educational policy with the goals of sustainable development in the field of education. However, the role of the higher education system is hardly outlined in this document, although it is provided for in the national strategy.

Thus, this study aims to show the role of the higher education system in Russia in the implementation of the concept of sustainable development.

2 Methods for analysing the role of higher education in the concept of sustainable development

To analyse the role of higher education in the process of implementing the concept of sustainable development, it is necessary to use the method of indicators. As indicators, it is necessary to consider targets that are laid down in documents developed at the state and international level. Such documents, in particular, include the "national strategy of education for sustainable development in the Russian Federation", which was adopted in 2005, and others. At the international level, a road map has been developed to implement the "Global action program on education for sustainable development", etc.

To date, a target system of global indicators has been formed that should allow achieving the sustainable development goals and fulfilling the tasks in accordance with the "2030 Agenda for sustainable development". The system identifies a fourth goal, which is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". It has developed 7 sub-goals, of which 4 are consistent with the higher education system.

The information base of the research is official statistics, as well as data obtained from population surveys, results of applied research related to the role of higher education, etc.

3 Analysis of data describing the role of higher education in implementing the principles of sustainable development

One of the goals of the strategy is to "ensure equal access to quality education for the entire population of the country". This right is enshrined in the Constitution of the Russian Federation. As of 2019, the higher education system in Russia is represented by 724 organizations, including 70% state-owned. There are about 4 million students enrolled in higher education programs (bachelor's, specialty, master's), with a total population of about 7 million people aged 20-24 years. More than 46 thousand educational programs are being implemented.

The second important goal is to provide specialized knowledge on the concept of sustainable development. In modern conditions, a number of universities are already aware of the need to implement courses in the educational process that are dedicated to sustainable development. For example, at Moscow State University. Lomonosov developed courses on sustainable development for geographers, for students of natural Sciences, including chemical and technological areas, for those who study environmental management and Economics, ecology, Geoecology, as well as in the natural, humanitarian and social areas [2]. This indicates a wide coverage of students studying in various fields of training.

By 2030, the goal is "to significantly increase the number of people, not only young people, but also adults, who have in-demand skills, including professional and technical ones, that are important for their employment, as well as for getting a decent job and/or doing business". One of the particular tasks here is the formation of students' critical thinking that contributes to solving real problems, which in turn will shape professional success. An example of the solution of this problem by a higher educational institution is given in the study on the impact of strategic intelligence training on the prospective success of the student. The author of this study comes to the conclusion that this tool is able to prepare a whole class of professionals with different experience to work in a wide range of areas, which these skills help to achieve professional success [6]. Thus, the higher education system is developing methods to ensure that graduates are in demand in the labor market in terms of getting a decent job. It should be noted that individual universities in Russia have chosen a strategy for the formation of entrepreneurial universities, as shown by

the study [7], the introduction of training courses on entrepreneurship leads to the maintenance of an appropriate ecosystem around them. In turn, this contributes to the employment of graduates, on the one hand, and, on the other, the principles of doing business should be based on the concept of sustainable development.

Another important indicator is digital technology proficiency, as there should be a high "proportion of young people/adults who have/ have the necessary skills in the field of information and communication technologies, including differentiation by specific types of these skills". Digital technologies are widely used in the development of the higher education system in Russia. This includes online courses, educational programs in a remote format, and the introduction of electronic statements, and test books. At the same time, the creation of online courses and programs helps to simplify students' access to educational services (which became especially important during the pandemic). In addition, the analysis of digitalization in Russian regions showed that "the development of promising industries directly depends on the level of concentration of human capital in the region, so the higher the level of education, the wider the opportunities for further training, the development of emerging technologies and the latest activities". This level is achieved through training in higher education institutions. It is cancelled that many Russian universities implement training programs not only for entrepreneurship in the era of digital transformation, but also practice the creation of basic departments that develop digital competencies [8]. Digital skills according to statistics, as of 2017, students in the higher education system are slightly higher than in the secondary education system. For example, application skills are 6% higher and make up 89% overall. At the same time, the skills of working with digital equipment among students enrolled in higher education programs are characterized by a lower level of 66%, but they are still 9% higher than those of students of secondary professional educational institutions. Communication skills in the digital environment and work with digital information are possessed by 85% of students of higher educational institutions, which is 11% higher than those who study at the SPE programs [9].

Currently, new Federal state educational standards are being actively approved and implemented in Russia for higher education programs. They are linked to a system of professional standards. This should ensure the relevance of graduates' competencies at the exit, formed taking into account the requirements of the professional community. This, in turn, should guarantee graduates the opportunity to get a decent job.

In General, we can say that the higher education system in Russia plays an important role in the implementation of the sustainable development goals. Difficulties in assessing the achievement of goals are associated with the collection of statistical data, which is important to generate systematically to analyse the dynamics of indicators achieved.

4 Conclusions

1. Sustainable education, in accordance with the adopted "Global programme of action", aims to ensure that "everyone has the opportunity to acquire the required knowledge and skills, develop values and approaches that can empower them to contribute to the sustainable development of society, make competent decisions and implement responsible, economically feasible actions to ensure the integrity of the environment and achieve a just society that will act in the interests of both present and future generations". The higher education system plays a significant role in this.

2. Implementation of educational goals in the context of the concept of sustainable development should be based on specific targets at the level of countries and regions. To assess and analyse the dynamics of these indicators, it is necessary to organize the collection of relevant data, including from educational organizations.

3. The Russian higher education system as a whole ensures equal rights of citizens to receive education. Emphasis is placed on the formation of relevant professional skills and.

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