

**4. Методолого-теоретичні засади забезпечення якості вищої освіти:
український і зарубіжний досвід.**

**EDUCATION FOR SUSTAINABLE DEVELOPMENT: TRANSFERRING THE EXPERIENCE
OF THE VISEGRAD COUNTRIES FOR THE RECOVERY OF UKRAINE**

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The path of Ukraine towards European integration and the final break from the colonial past of the Soviet era have led to military aggression by Russia, intentionally destroying infrastructure and the environment of our country. Population migration, challenging material and psychological conditions, have a negative impact on the preparation of the future generation for life in a globalized world, the transmission of values, and cultural heritage.

The Ukrainian part of the Carpathian region, where active cross-border cooperation between the EU and Eastern Europe is taking place, appears as an attractive platform for implementing educational and enlightening initiatives to adapt youth to new conditions and post-war reconstruction.

The project "Education for sustainable development: transferring the experience of the Visegrad Group countries to the reconstruction of Ukraine" [1] of the National Environmental Center of Ukraine (NECU) began its activities in September 2023. It involves establishing communication between non-governmental organizations and educational institutions in Poland, the Czech Republic, Slovakia, and Ukraine, aiming to exchange experiences, knowledge, and best practices in the international context of countries that are very similar in historical and cultural aspects.

The Carpathian School is regarded as an educational platform for informal learning, catering to students from higher education institutions and local government professionals. The project's target audience encompasses a diverse range of participants, spanning from high school students to bachelor's, master's, and doctoral candidates, as well as community activists and local government officials.

Special emphasis will be placed on the training of school teachers. Leading Ukrainian universities and universities from V4 countries that specialize in fields related to sustainable development education will be invited to take part in the project's initiatives. This includes institutions with experience in the Carpathian School and those actively contributing to the expansion of the Carpathian Convention network.

Invitations will also be extended to school alumni, environmental civil society activists, small and medium-sized businesses, and local authorities.

Project designers acted in the implementation of the project:

- *The Czech Institute for Heritage Interpretation (Czech Republic)* [2]. The Czech Institute for Heritage Interpretation is a non-profit expert organization. Its role in the project is to provide consultations with leading Czech heritage institutions, including the largest open-air museum in the Carpathian region. They have experience in implementing interpretation methods, organizing training (excursions, exhibition design, educational paths, etc.). The Institute collaborates with the European main organization Interpret Europe in the

development and execution of training programs in heritage interpretation and informal education.

- *Gdansk University of Technology (Poland)* [3]. The Department of Chemical Technology at the university possesses knowledge and experience in phytoremediation of polluted soils. This is one of the best practices that can be of great significance for land reclamation in Ukraine, particularly for lands affected by fires and air pollution during military operations. Multilateral cooperation and partnerships can also be established with experts from the University of Agriculture in Krakow, Poland, which specializes in phytoremediation of post-industrial lands, showcasing best practices in phytoextraction of heavy metals, persistent organic pollutants, and heavy petroleum products (tar, polycyclic aromatic hydrocarbons) from soils.

- *University of Trnava (Slovakia)* [4]. Department of Sociology, has international experience in projects under Horizon2020 and Erasmus+ focused on scientific communication regarding climate change and environmental education. The Department of Sociology offers educational courses such as social ecology and environmental sociology. The research group of the department has significant experience in qualitative and quantitative data analysis. The department participates in field studies with a focus on outdoor environmental education and plans to share the experience of international cooperation and conduct webinars dedicated to environmental issues.

- *Water for Climate Water for Climate* [5]. Water for Climate Water for Climate – environmental technologie or ... is an association established on the basis of a civic initiative aimed at building a platform for cooperation between citizens of different professions who are concerned with mitigating the effects of global climate change in the Trnava region and beyond. The members of the association are looking for comprehensive solutions to improve the quality of the environment through cooperation between people from different sectors of the economy: water and agriculture, industry and sanitation, sustainable urban development and access to drinking water in the face of water hunger.

- *The Center for Civic Initiatives (Ukraine)* [6]. "The Center for Civic Initiatives" is located in the city of Kosiv in Ivano-Frankivsk Oblast and has its own experience in implementing projects aimed at improving the interaction between government and civil society to address local environmental issues. Actively participating in the Carpathian School, the Center cooperates with national educational institutions and civil society organizations, with a particular focus on preserving of the natural reserve objects in mountainous regions and highlighting the role of the Carpathian Convention, the goals of which are of crucial importance for regional sustainable development.

Project outcomes: A series of online seminars will be conducted to highlight the best practices of Poland, the Czech Republic, Slovakia, and Ukraine on the following topics:

- Sustainable Development of the Carpathian Region.
- Scientific Approaches to Climate Change Mitigation/Adaptation.
- Heritage Interpretation: Open-Air Museums in the Carpathian Region.
- Phytoremediation - Technologies for After-War Cleaning Contaminated Soils.
- Water Management and Supply in Conditions of Water Stress.

The project plans to exchange experiences with invited students and educators from Ukrainian universities and organize a competition for student works on the topics of the seminars. An innovative educational program titled 'Regional Sustainable Development' will be presented to high school teachers for implementation in target groups.

Two online webinars are planned for representatives of local communities and NGOs to familiarize them with best practices from the Visegrad countries.

The project's activities will be summarized during the Winter Session of the Carpathian School on the theme of 'Education for Sustainable Development of the Carpathian Region.' An Educational Online Hub for the Carpathian School will be created, filled with adapted educational materials, video lectures, and online sessions. At least five national universities will

be offered access to this resource to introduce students to the technological and social aspects of sustainable development in mountainous regions. It is expected that more than 100 students and doctoral candidates, over 50 representatives of environmental NGOs and activists, over 20 university lecturers, over 20 small and medium-sized business representatives, and over 20 local officials will benefit from it.

Teachers from Kosiv Lyceum will have the opportunity to receive a Professional Development Certificate and supplementary literature to address regional issues of local development in the upper classes of the lyceum. The materials collected for students and educators will strengthen network interaction and student mobility in the Carpathian region.

The National Environmental Center of Ukraine will use the establishment of professional connections for institutional growth and planning similar events.

Literature:

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2. The Czech Institute for Heritage Interpretation (Czech Republic). URL: <https://dobrainterpretace.cz>
3. Gdansk University of Technology (Poland). URL: <https://pg.edu.pl/en>
4. University of Trnava (Slovakia). URL: <https://ff.truni.sk/>
5. Water for Climate. URL: www.vodapreklimu.sk
6. NGO «The Center for Civic Initiatives» (Ukraine). URL: <https://www.facebook.com/regcentr>

THE NEED FOR A CHANGE OF CONCEPTUAL BASIS EDUCATION SYSTEMS AT THE CURRENT STAGE OF COMMUNITY DEVELOPMENT

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The UN development program assesses the quality of life, or the country's Human Development Index, by three main indicators: average age, average income per capita, and level of education [1].

Humanity's need to create an artificial education system through the transfer of sociocultural experience accumulated by previous generations in the form of professional knowledge and moral values arose in connection with the need to prepare future generations for the most effective participation in all spheres of society. And since it is customary to divide the history of human development into a number of stages according to the focus of the economy on the production of the main types of products and, accordingly, according to the number of the able-bodied population employed in this field, then at each stage of its development the economy required different answers to the questions about the functions of the elements that define the education system as artificial: its purpose or main function - "Why teach?", content - "What to teach?", methods - "How to teach?", contingent of students - "Who to teach?" and teachers - "Who teaches?"

Even before the middle of the 20th century, students received the content of professional skills and their formation by the method of knowledge transfer: at the agricultural stage - in farming and animal husbandry, and at the industrial stage - narrow specialists capable of ensuring the highest labor productivity and thereby maximum profit in their workplace. But already at the modern - informational - stage, where ideas and interdisciplinary technologies based on natural sciences became the most valuable product of