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Role of Educational Institutions in the Implementation of the United Nations Sustainable Development Goals in Russia

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Abstract. *This study analyzes the activities of universities in the Russian Federation aimed at achieving the UN Sustainable Development Goals. The experience in the field of sustainable development accumulated by Russia and its partners through coordinated work, including on the basis of educational institutions, is considered. The article is not limited to the experience of only metropolitan universities, but also takes into account the activities of educational institutions from the regions of Russia. It is emphasized that educational institutions are of high importance in the context of achieving the SDGs. These institutions are subject to SDG-4 (Quality Education), which is closely linked to many other UN SDG points. At the same time, universities are also considered as centers for coordinating domestic and international activities within the framework of achieving the UN SDGs, which not only indirectly affects the SDGs, but also represents a separate Goal 17 - Partnerships for the Goals. The paper indicates current challenges and prospects in the implementation of the Sustainable Development Goals in the Russian Federation and its partners, including through cooperation in the field of education. It was revealed that Russian universities are working in the context of the SDGs in at least four areas, which include educational work, environmental activities, volunteering, and international cooperation. It was found that even under the conditions of sanctions policy, Russian universities are not in academic isolation, but are looking for new opportunities for cross-border cooperation with countries near and far abroad. The novelty of the study is reflected in the following points: the activities of not only leading universities, but also those located in remote regions of the country are considered; work to implement the SDGs is studied comprehensively; modern geopolitical realities are considered.*

Keywords: Sustainable Development Goals; SDG 4; International Cooperation; Eliminating Inequality; Quality Education

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Роль образовательных учреждений в реализации целей устойчивого развития Организации Объединенных Наций в России

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Аннотация. В предлагаемом исследовании анализируется деятельность университетов Российской Федерации, направленная на достижение целей устойчивого развития ООН. Рассматривается опыт в области устойчивого развития, накопленный Россией и ее партнерами посредством слаженной работы, в том числе на базе образовательных учреждений. Учитывается деятельность не только столичных вузов, но и университетов, находящихся в регионах России. Подчеркивается, что образовательные учреждения имеют большое значение в контексте достижения целей устойчивого развития (далее ЦУР). Такие университеты являются субъектами ЦУР-4 (Качественное образование), тесно связанной со многими другими пунктами проекта. При этом университеты рассматриваются как центры координации внутренней и международной деятельности в рамках достижения ЦУР ООН, что не только косвенно влияет на сформулированные цели, но и представляет собой отдельную Цель 17 (Партнерство ради целей). В статье обозначены текущие проблемы и перспективы реализации целей устойчивого развития ООН в Российской Федерации и ее странах-партнерах, в том числе посредством сотрудничества в сфере образования. Было выявлено, что российские вузы ведут деятельность в контексте ЦУР как минимум по четырем направлениям, к которым можно отнести образовательную работу, экологическую деятельность, волонтерство, а также международное сотрудничество. Установлено, что даже в условиях санкционной политики российские вузы не находятся в академической изоляции, а ищут новые возможности трансграничной кооперации со странами ближнего и дальнего зарубежья. Новизна исследования отражается в следующих пунктах: рассматривается деятельность не только ведущих университетов, но и находящихся в отдаленных регионах страны; работа по реализации ЦУР изучается комплексно; учитываются современные геополитические реалии.

Ключевые слова: цели устойчивого развития; ЦУР 4; международное сотрудничество; устранение неравенства; качественное образование

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Научная специальность ВАК: 5.5.4. Международные отношения, глобальные и региональные исследования

Introduction

The concept of Sustainable Development (SD), which remains relevant to this day, was formulated back in 1987 in the "report of the World Commission on Environment and Development – The Brundtland Commission"[1]. It states: "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs"[1, p. 41]. This report can be considered a starting point in creating a coordinated policy for solving global problems of humanity by the international community. Work "on the issue of protecting the environment and promoting SD continued at the Earth Summit (Rio de Janeiro, Brazil, 3-14 June 1992), where one of the key events was the signing of Agenda 21" [2]. Subsequently, the UN "Millennium Declaration" [3] was adopted, which formed the basis of the eight "Millennium Development Goals" [4]. The MDGs (Millennium Development Goals) were valid until 2015, and were replaced by the broader 17 SDG (Sustainable Development Goals) [5], "the implementation of which is expected until 2030" [5].

Sustainable development concerns various areas of human life. "It addresses issues of health, poverty, hunger, environmental protection" [5], and so on. Nevertheless, one aspect can be singled out, without the implementation of which it is impossible to solve all the others. It would not be an exaggeration to say that only an educated person can contribute to improving healthcare, developing infrastructure, expanding equality and much more that is included in the 2030 Agenda.

Both the MDGs and SDGs included education as one of the key steps towards solving global problems of humanity. Looking at both documents, one can see "Goal 2 Achieve universal primary education" [4] (Millennium Development Goals) and "Goal 4. Quality education" [5] (Sustainable Development Goals).

The very concept of education in the context of SD can be considered both as a goal and as a means.

On the one hand, the opportunity to obtain a quality education, free from discrimination on various grounds, is the goal that the world community strives for as part of the implementation (Impl.) of the SDGs.

On the other hand, educational institutions, as part of the educational system, are the asset that can be used in the chain of actions to achieve the SDGs. This point can also be divided into two conditional aspects. Firstly, knowledge on and for the Impl. of sustainable development goals can be obtained by students directly in educational institutions, especially higher education. Secondly, "international cooperation, carried out through experience exchange programs between educational institutions in different countries, is itself part of a special Goal among the SDGs" [6] ("Goal 17. Partnership for the Goals").

The sustainable development goals have their own localization features in different countries, which are reflected in the strategic national documents of individual states [7]. This work will be based on the experience of the Russian Federation in this matter, which, according to experts in the field of SDGs, "could become one of the pioneers of sustainable development" [7], since "it approved the concept of sustainable development of the state back in 1996" [8]. National projects in the Russian Federation include the Education project [9], the implementation of which correlates with the Impl. of SDG 4. According to experts, despite the existing shortcomings in the field of education, "Russia has significant achievements in this area recognized by other countries, among which the dominance of state financing of the education sector and the coverage of children and youth in general education are especially highlighted" [10, p. 176].

Objectives

Institutions of higher education, which play an important role in the Russian educational system, are essentially one of the tools for implementing the SDGs not only in a single state, but also on an international scale. Considering the above, let us derive the goal of this article.

Thus, the main purpose of this study is to characterize the activities of Russian universities in the implementation of the SDGs. The study is based on the experience country's top universities: for example, Moscow State University, Southern Federal University, St. Petersburg Polytechnic University, Ural Federal University, Far Eastern Federal University, North Ossetian State University, Irkutsk National Research Technical University, etc. Their activities are covered to the extent that it will be possible to prove that the participation of

universities in the movement towards the SDGs is diverse and has its own results.

Based on the materials studied, it seems possible to offer some recommendations related to further prospects for the implementation of the SDGs within the framework of the activities of Russian universities.

Although education-related aspects of the SDGs also apply to schools, in this study we focus specifically on higher education institutions because they have significant potential for international interaction, conducting comprehensive research, participating in volunteer projects, etc. At the same time, the students themselves, who due to their age have greater independence and better skills than schoolchildren, can be considered as participants in the process of achieving the SDGs at the moment, and not just in the distant future.

Materials and Methods

Various aspects of the Implementation of the SDGs are reflected in numerous studies by scientists from around the world. There are noteworthy works by foreign authors that consider the importance of educational institutions in the context of the implementation of the Sustainable Development Goals.

According to researchers, today universities have a third mission, in addition to the two traditional ones (teaching and research). According to the definition formulated by M. Marhl and A. Pausits, "third mission is the vehicle to let universities leave ivory tower and to increase the collaboration and exchange with the society" [11, p. 47]. Which means that the third mission is "a set of specific services based on actions and capabilities that serve the benefit of society" [12, p. 119].

Akemi Ashida writes that in the second half of the XX century, education, in particular higher education, began to be perceived as an investment that could result in prosperity growth [6]. Then higher education came under the close attention of the United Nations. These days, as the researcher emphasizes, higher education is not only part of SDG Goal 4, but is also indirectly linked to Goals 2, 3, 7, 9, 12, 14, and 17 [6].

W. Leal Filho, A.L. Salvia, J.H.P.P. Eustachio highlight the following contributions that universities make to the Impl. of the SDGs. Firstly, it is carrying out research on SD. Secondly, it is teaching students in programs (created from scratch or supplemented with new materials) aimed at SD.

Furthermore, university campuses themselves, according to researchers, "can be environmentally friendly and aimed at promoting the SDGs through the use of renewable energy, reducing harmful emissions into the atmosphere, and so on" [13].

K. Kuroda and L. Nakasato consider in the context of the SDGs three key approaches to higher education in the modern world. These include education for peace, education as a human right and education for socio-economic development [14].

F. Caputo, L. Ligorio and S. Pizzi conducted a study in which they identified the degree of disclosure of various SDG points in higher education institutions based on individual universities' reports on their activities [15].

Research on the topic under consideration is taking place not only in foreign countries, but also in the Russian Federation. It should be noted that even in the Soviet years, humanistic ideas formulated abroad and aimed at spreading prosperity throughout the world were highly valued. In particular, in 1985, in the introductory article to "The Human Quality" by A. Peccei, academician D.M. Gvishiani noted that Peccei's ideas will forever inscribe his name in history [16, p. 33]. Of course, the introductory article contains a certain percentage of criticism of "bourgeois views", but this is quite natural, given the ideological characteristics of the Soviet Union. However, in general, the work of the creator of the Club of Rome was highly praised by the Soviet thinker.

Among modern Russian researchers studying the SDGs in their current form, some scientists deserve special mention. M.V. Larionova's article "Saving the SDGs? Strengthening Partnership for Achieving SDGs in the Post-Covid-19 Digital World" [17] identifies the challenges faced by the global community during the COVID-19 epidemic, their impact on the Impl. of the SDGs and possible ways to overcome the difficulties that have arisen. Among other things, the author examines education issues in the context of the SDGs.

L. Konstantinova and A. Petrov in their study "Participation of universities in the elimination of poverty within the implementation of Sustainable Development Goals" [18], based on statistical data, revealed that "the commitment of modern universities to sustainable development goals is becoming increasingly important" [18, p.235].

E. Kulikova, O. Durandina and E. Molokova explore in their article "Russia's Quality Higher Education on the Global Agenda of Sustainable

Development" [19] the compatibility of the modern Russian education system with the principles established in Goal 4 of the SDGs. The authors note that there are some shortcomings in this area, as well as regional special features.

G. Sillaste in her article "Science and education as spheres of self-realization of women's creative activity in the process of achieving gender equality" analyzes progress in the self-realization of women scientists in a historical context. This study is at the intersection of the SDGs related to education and gender equality [20].

O. Zinevich and E. Melekhina emphasize the importance of volunteering among students as part of the implementation of the SDGs in their study "Russian student volunteering in the context of the goals and values of sustainable development" [21].

The psychological and pedagogical aspect of following the SDGs in educational institutions is considered by researchers G. Egorova, B. Chabarova, A. Egorov and S. Semukhin in the work "Formation of a culture of sustainable development of school and university graduates as a value of the individual and society" [22].

Thus, it can be noted that there is a sufficient number of studies that can be taken as a basis and proceed further to consideration of the topic of this work. Nevertheless, although many researchers point to the direct connection of universities only with Goal 4, others study this issue more comprehensively. For the purposes of this paper, let us agree with those authors who consider universities as a cluster that combines various means of SDG implementation beyond Goal 4.

Based on the works of the above-mentioned authors, it is possible to correlate their data with the situation in Russian universities. To achieve the goal of the study, we set the task to answer the following questions:

1. what functions do the university departments perform within the university itself in the context of sustainable development;
2. what contribution an individual HEI makes to the joint work of universities as a holistic system covering the country and beyond its borders.

As differences between this paper and existing scientific works, we can name such points as a comprehensive study of directions for implementing the SDGs (beyond SDG 4) and consideration of the experience of Russian universities that are not among the leading ones.

Research and Discussion

As mentioned earlier, the activities of higher education institutions directly or indirectly relate to several SDG Goals. Some of these points will be covered in this article.

Since the first mission of the university is educational [11], its first contribution to the Impl. of the SDGs is the training of future specialists capable of solving the sustainable development issues that humanity faces today. Various Russian universities across the country offer bachelor's and master's degree programs in areas closely related to SD. Some of them are given below. The selected examples are universities that are widely active in the media space and provide comprehensive information about their SDG-related programs in the public domain.

The Faculty of Economics of Moscow State University has a program "National Models of Sustainable Development", which trains "economist-analysts capable of systematically solving theoretical and practical problems of sustainable development at various levels" [23].

Southern Federal University is enrolling in the master's program in Sustainable Development Management (ESG). The university itself describes this area of study as follows: "The new generation program allows you to obtain and systematize knowledge, as well as practical skills related to determining the essence and role of sustainable development"[24].

"International Sustainable Development Programs" are studied by undergraduate students at the Presidential Academy of National Economy and Public Administration (RANEPA) [25].

The Moscow Institute of Physics and Technology operates a program "Climate Technologies", the work of which is aimed at "training personnel for high-tech industries that are interested in accurately assessing the carbon footprint of their products and minimizing damage to the environment, as well as promoting their activities on the ESG agenda" [26].

The Department of Geography and Sustainable Development of Geosystems operates at the Far Eastern Federal University [27]. The department studies the geographical foundations of sustainable development of coastal areas, in particular environmental management issues [27].

When talking about the study of sustainable environmental management in universities, it is necessary to mention the Irkutsk National Research Technical University and its educational programs [28]. The regulatory documents of this university enshrine the policy of commitment to the SDGs and set out certain plans and indicators for the success of implementing the SDGs in the educational program [28]. An example is the University Policy for Achieving Sustainable Development Goal 14 [29].

It should also be noted that in addition to educational programs related to the SDGs, there are directly Sustainable Development Centers at universities in the Russian Federation. Such centers coordinate universities' activities aimed at achieving the SDGs. For example, a center of this type, which carries out "the formation of eco-culture and the introduction of "green practices" in the work of educational institutions" [30], exists at North Ossetian State University named after K. L. Khetagurov. This center is the winner of the Russian Geographical Society award in the "Best Youth Project" category [30].

There is also a Center for Sustainable Development at the Ural Federal University (UrFU). In 2020, UN Secretary-General Antonio Guterres even "congratulated teachers and students on the 100th anniversary of the university" [31]. Among recent events in the context of the implementation of the SDGs, we can cite as an example "the international autumn school of the UrFU Institute of Economics and Management on sustainable development" [32].

A number of Goals relate to solving environmental problems [5]. In order to "form environmental thinking in the university community", the "Green Universities of Russia" program was created in the Russian Federation in 2016 [33]. Work within this program takes place in two directions: educational activities and practical actions. The practical part includes responsible waste management, energy efficiency measures, landscaping, etc. According to the Program, 477 Russian universities are its participants, 172 of which are members of the Association of Green Universities of Russia. Over the years of the Program's existence, participating universities have collected more than 57 tons of recyclable materials, planted more than 84 thousand trees, created a mobile application, conducted 50 eco-lessons and much more. [33]

In addition to the above, it is worth to note that universities are actively promoting the idea of volunteering. It is certain that helping those in need is the leitmotif of the SDG concept. Since the number of students is quite large, even a

small volunteer contribution from each of them can accumulate into substantial achievements.

Of course, global problems of humanity cannot be solved by one person, one center or even one country. Therefore, cooperation, including international cooperation, is one of the key points in the Impl. of the SDGs. For many years, Russian universities have been a platform for international exchange of experience among students and experts. An example is the international Tandem project of Peter the Great St. Petersburg Polytechnic University with leading German universities [34].

Today, there is a change in vectors in the international activities of Russian universities. The current political situation and the restrictions associated with it are forcing Russian universities to reorient themselves to working mainly with "friendly countries" [35]. For example, the previously mentioned NOSU named after K.L. Khetagurova, even in today's difficult geopolitical realities, takes an active part in the formation and maintenance of international academic relations, teaching students from foreign countries, including Cameroon, Senegal, Guinea and Mali, and interacting with partners, for example, from South Ossetia, Kazakhstan, Iran, etc. Experts note that in these conditions, "it makes sense to focus on flexible and non-financial ties" [35, p. 135]. Possible measures to continue cooperation with western foreign partners include "the formation of mirror laboratories on new operating principles, as well as cooperation with foreign scientists and the diaspora on an individual basis, including within the framework of journal policy" [35, p. 135]. It should also be noted that interaction with eastern foreign partners is significantly increasing.

On the issue of centers for promoting the SDGs, we should mention the network of UNESCO Chairs operating at universities in the Russian Federation [36]. Their areas of activity include education, social, engineering and natural sciences, as well as issues of culture, communication and information. In Russia, 57 UNESCO Chairs have been created in various parts of the country. Representatives of these departments hold thematic conferences, propose joint work plans, exchange experiences, implement programs to preserve traditions and history, as well as to develop innovations in the context of the SDGs [36]. In addition to domestic cooperation, the field of activity of UNESCO Chairs also includes international cooperation. Despite the fact that Russia continues to

participate in UNESCO events [37], including in Western countries, currently one can notice a shift in the main focus to partnerships with Eastern countries. Official representatives of Russia point to the politicization of UNESCO and the political bias of its leadership towards Western countries [38, 39]. However, the Russian President calls proposals to withdraw from UNESCO absurd, but notes the need for changes in the UN system [40].

The universities listed in the work are not the only ones in the country engaged in various activities in the context of the SDGs. The scope of this study cannot accommodate a description of such activities in all universities that consider participation in the implementation of the SDGs as one of their tasks. The materials of this article can form the basis for further, more in-depth studies of the topic under consideration.

Conclusion

Thus, summarizing the above, we conclude that Russian higher education institutions make a certain contribution to solving global problems of humanity through the implementation of the Sustainable Development Goals. Work is being carried out in various directions, including educational, coordination and practical components, mainly related to environmental initiatives and intercultural communication. The efforts that universities make in volunteering are also significant. It is noteworthy that educational institutions from many regions of the country are represented among the Russian universities participating in this activity. Thus, we can talk about a chain of universities united by common goals and moving towards their achievement.

Today, Russian universities are undergoing a forced transformation of relations with foreign partners. One of the challenges of the present time is the need to establish new connections and strengthen existing ones.

The results obtained during the study can be presented as follows:

1. We studied the activities of various universities in the country and found that not only the largest universities in Russia, but also regional educational institutions are interested in working on the SDGs. This fact emphasizes the importance of implementing the SDGs in Russian universities, since even in the conditions of limited resources that exist in small institutions of higher education, all possible work is being done in the direction of the SDGs.

2. Although most authors reviewing the activities of universities to achieve the SDGs mainly study SDG 4, which is directly devoted to education, we have found that work in this direction is more ramified. In addition to education, aspects such as environmental activism, volunteerism and international cooperation also need to be taken into account.

3. The difficult geopolitical situation is closing certain opportunities for global academic mobility for Russian scientists and students. However, universities are adapting to current conditions and finding ways to interact with foreign partners, not only from post-Soviet countries, but also from abroad.

The following points can be cited as the author's recommendations for further implementation of the SDGs in universities:

1. to continue the implementation of existing programs;
2. to develop and strengthen intrastate interregional cooperation;
3. to pay attention to solving local problems that impede the implementation of broader plans;
4. to establish and maintain partner countries with educational institutions of "friendly countries";
5. to take part in international programs to the extent that current geopolitical conditions allow.

It is obvious that the efforts of one educational organization do not play a significant role in solving global problems of mankind, however, the collective contribution of an entire network of universities located throughout the country and interacting with foreign colleagues can significantly affect the implementation of the Sustainable Development Goals not only in an individual country, but also across to the whole world.

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