

**INCORPORATING THE SDGS INTO HIGHER EDUCATION CURRICULA
FOR STUDENTS OF ECONOMIC UNIVERSITIES**

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Аннотация. В данной статье исследуется необходимость трансформации учебных программ высшего образования для студентов экономических специальностей, направленной на решение текущих и будущих задач в рамках устойчивого развития общества, что в свою очередь создает основу для развития профессиональных навыков. Демонстрируя практические способы того, как высшие учебные заведения интегрируют идеи устойчивого развития в основную учебную программу, в статье описываются общие подходы и направления, отвечающие основным требованиям современного общества.

Ключевые слова: Цели устойчивого развития, экономический университет, учебные планы, высшее образование, образовательные учреждения.

The ongoing shifts in the economic and socio-political landscape, accompanied by evolving social circumstances, have intricately intertwined the 8 tasks, necessitating fresh demands across all educational domains. Addressing these demands effectively requires a modernized educational setting, with a focal point on the pivotal role of educators [1]. Consequently, the revamping of pedagogical institutions, responsible for training teachers, emerges as a paramount objective within the governmental educational agenda.

The pivotal significance of teacher education in the modernization of the complete educational structure derives from its unique attributes. This educational entity fulfills multiple essential functions. Initially, it serves as a critical source for replenishing and enhancing education itself, acting as a strategic reservoir of skilled personnel. Additionally, akin to the wider educational framework, teacher training institutions function as custodians and transmitters of society's socio-cultural principles, nurturing individual socialization processes. Lastly, teacher education shapes individuals who will bear the responsibility for perpetuating these values among the upcoming generation and fostering their growth. Sustainable Development Goals (SDGs) are of real importance for universities. They play a critical role in achieving a sustainable future and addressing social, economic, and environmental concerns. Universities integrate SDGs

into their activities through various means such as incorporating sustainability themes into course content, raising awareness on sustainability, and engaging in social activities related to sustainability [2].

In academic settings, institutions of higher education generate knowledge and promote understanding of the Sustainable Development Goals (SDGs) among students. These institutions also equip students with essential economic competences which are pivotal for SDG implementation incorporating strategic foresight, innovative problem-solving, social accountability, interdisciplinary cooperation and the ability to anticipate challenges. Hence, incorporating the SDGs into higher education can furnish prospective professionals with the indispensable knowledge, resources and proficiencies to tackle effectively the intricate interconnected issues of the future. This can be achieved through mutual learning opportunities, interdisciplinary collaborations, and problem-solving exercises within academic environments. Integrating the SDG into university presents both opportunities and challenges.

On the one hand, prioritizing specific goals requires understanding local contexts, institutional strengths, and alignment with the university mission engaging in dialogue with stakeholders to set clear priorities. Achieving target goals can be challenging due to existing infrastructure and resource limitations, thus redirecting efforts towards investing in renewable energy and eco-friendly behavior on campus. Effective collaboration and communication among universities is essential, establishing interdisciplinary working groups and fostering partnership. What is more, sociocultural factors raise awareness through workshops, community engagement and responsibility. On the other hand, standardized protocols prevent from integrating indicators into existing assessment systems and encouraging transparent reporting. The bureaucratic nature of rigid structures and slow decision-making processes hinders administrative procedures, highlighting the need for agile mechanisms to effectively implement new initiatives.

Exploring the current landscape of incorporating Sustainable Development Goals (SDGs) into university curricula within economic institutions reveals a noteworthy trend. Economic universities worldwide are increasingly recognizing the significance of integrating SDGs into their academic programs, particularly in areas like environmental economics, social entrepreneurship, and responsible business practices. The ongoing shifts in economic and social infrastructures, while incorporating social dynamics, have introduces complexities to tasks and presented new requirements across various educational asserts where the role of educational institution prevails. Professors and students are actively engaged in research paper publishing with the aim to share insights of economic analyses in academic journals.

Those initiatives (such as workshops and clubs, workshops and case competitions that are led by students) have become efficient instruments in nurturing innovative solutions and raising awareness.

Interdisciplinary collaboration is the feature that leverages economic expertise in the formation of a sustainable mindset among student community. Whereas economic universities are in progress to incorporate SDGs into their academic programs, focusing on research, collaboration and engagement. While considerable results have been achieved, continuous efforts are essential to ensure comprehensive coverage and impactful implementation of SDGs.

The deep essence of SDGs at academic levels empowers economic students to think globally, act locally and make meaningful contributions to a more equitable and sustainable world. By providing a comprehensive framework for addressing pressing global issues, this approach encourages further examination of a wider spectrum of challenges from poverty eradication to fostering economic growth across various contexts. By meaningful appreciation of the interconnectivity of the goals nurtures both critical thinking skills and problemsolving abilities, embracing environmental and social welfare issues.

The ongoing shifts in economic and socio-political landscapes, coupled with evolving societal dynamics, have added layers of complexity to the eight tasks and introduced fresh demands across various educational domains. Meeting these demands necessitates a revamped educational infrastructure, with a spotlight on the pivotal role of educators. Consequently, the modernization of teacher training institutes emerges as a primary objective within the state's educational agenda [3].

The paramount significance of teacher education in revitalizing the entire educational framework is underscored by its distinct functions. These institutes serve as critical hubs for enhancing educational practices, acting as a vital wellspring of skilled professionals. Moreover, akin to broader educational institutions, they function as custodians and disseminators of societal values, facilitating individual integration into society. Lastly, teacher education programs shape individuals who are entrusted with nurturing these values within the next generation, thereby fostering societal progress. The pivotal significance of teacher education in overhauling the entire educational framework is underscored by its distinctive attributes.

These institutes serve multiple critical functions. Firstly, they serve as crucial contributors to the perpetual enhancement of education itself, serving as a strategic reservoir of proficient personnel. Secondly, akin to the broader educational domain, pedagogical institutions function as custodians and disseminators of societal socio-cultural norms, facilitating individual integration into society. Lastly, teacher education molds individuals who will shoulder the responsibility of nurturing these values in subsequent generations and fostering their progression [4].

Integrating SDGs aligns with many universities mission statements emphasizing social responsibility, environmental stewardship and community engagement. Inclusion of SDGs encourages curricular innovation, fostering the development of interdisciplinary programs that address real-world challenges and promote a holistic approach to education.

SDGs offer a framework for research initiatives, fostering collaboration across disciplines and providing opportunities for universities to contribute to sustainable development through research and innovation. Thus, it opens the new horizons to partnerships with other educational institutions and establishments, allowing influential business players to be fully committed to sustainable development, expanding networking opportunities and knowledge spectrum.

University special courses dealing with and incorporating Sustainable Development Goals into their framework may gain access to extra funding sources, grants, and scholarships targeted towards initiatives that promote sustainable development. Incorporating SDGs into the learning environment can enhance student engagement, motivating them to take an active role in addressing global challenges and promoting a sense of belonging within the university community [5].

Professional development opportunities provide beneficial roles for staff members related to sustainability education, promoting job satisfaction and a sense of contribution. Campus Sustainability efforts, which are frequently initiated upon embracing SDGs, aim to decrease economic footprint, advance energy efficiency, minimize waste and promote sustainable practices in economics. Academic Institutions focusing on SDGs play a crucial role in societal advancement by educating upcoming leaders, visionaries, and advocates of sustainable solutions and social accountability.

By integrating SDGs into the learning process, universities not only enrich the educational experience for students but also position themselves as moderators in sustainable development, incentivizing a culture of responsible innovation implementation and engagement within the academic community and beyond.

The published studies of the 2030 Agenda are globally distributed mainly by European Universities (Spain, United Kingdom). The detailed analysis of geographic distribution counts up to 38 nationalities. From 2012 the number of published articles has increased greatly [6].

Considering the above mentioned, the aim of the article is to give the account of the studies, underlining fundamental aspects and to give preliminary evaluation of their future contribution the SDGs in the university scope of subjects within the economic studies.

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