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EXPERIENCE OF THE WORLD’S LEADING COUNTRIES IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT OF HIGHER EDUCATION INSTITUTIONS

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THE PURPOSE OF THE ARTICLE is to study the experience of the world’s leading countries in the field of sustainable development of higher education institutions in order to identify best practices and opportunities for their implementation in Ukrainian higher education institutions.

RESEARCH METHODS. The following methods were used in the study: literature analysis (analysis of global practices, policies and strategies for sustainable development in higher education institutions); comparative analysis (identification of differences and commonalities in approaches to sustainable development in different countries); case studies (in-depth study of specific cases of successful implementation of sustainable development in higher education institutions); expert assessments (obtaining assessments and opinions of experts in the field of sustainable development and education); content analysis (analysis of the content of documents, reports, strategies, publications of universities and other institutions).

PRESENTING MAIN MATERIAL. The concept of sustainable development is an integral part of the development strategy of both different sectors of the economy and education. The current challenge for higher education institutions is not only to provide quality knowledge, but also to ensure their own sustainability in the financial, social and environmental vectors. The world’s leading countries have developed unique approaches to implementing sustainable development in their universities, including the integration of sustainable development principles into educational programs and effective resource management. Countries with developed higher education systems are actively implementing sustainability initiatives, including energy efficiency of buildings, use of renewable energy sources, reduction of air emissions, innovations in educational processes, such as the use of technology to improve the quality of education, distance learning and e-administration. Sustainable development of a higher education institution involves the integration of three aspects (economic, social, and environmental) into the management and development of the institution. Sustainable development in education is focused on the “triangle of sustainable development”, which forms the basis for strategies to ensure the long-term sustainability of higher education institutions and promote the creation of conditions for the development of modern knowledge and competencies. The experience of

leading countries in the field of sustainable development of higher education institutions was analyzed: The European Union, the United States of America, Australia, Norway, Sweden, Finland, Japan, Canada, and Australia. As part of the adaptation and further implementation of international experience in sustainable development of higher education institutions in Ukraine, the following conditions need to be met: diversify funding sources through cooperation with the private sector and international organizations; start introducing green technologies on campuses to reduce energy consumption and environmental impact; integrate the principles of sustainable development into educational programs to train specialists capable of promoting sustainable development in various sectors of the economy; adhere to the principles of social inclusiveness and sustainability.

CONCLUSIONS. The experience of the world’s leading countries demonstrates the importance of a comprehensive approach to ensuring the sustainable development of higher education institutions. Economic sustainability, social inclusiveness, and environmental responsibility are integral elements of this process. Ukrainian higher education institutions can use the best international practices to formulate their own sustainability strategies: to strengthen the importance of integrating sustainable development; to use innovative approaches in education; to strengthen international cooperation and exchange of experience, which will allow for more effective adaptation of global sustainability standards to local conditions; to increase financial and political support through government grants, research programs and partnerships with private companies, which stimulates the implementation of sustainable solutions; to increase the globalization of processes that manifest themselves in the In general, the experience of leading countries in the context of sustainable development of higher education institutions serves as an important benchmark for other countries seeking to achieve a sustainable future through education and research.

KEYWORDS: higher education institutions; sustainable development; leading countries of the world; implementation; quality of education; development strategy; concept; higher education; universities; sustainable development initiatives; innovations; green technologies; sustainable development triangle.

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ДОСВІД ПРОВІДНИХ КРАЇН СВІТУ В КОНТЕКСТІ СТАЛОГО РОЗВИТКУ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

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МЕТОЮ СТАТТІ є дослідження досвіду провідних країн світу у сфері сталого розвитку закладів вищої освіти, з метою визначення найкращих практик та можливостей їх імплементації в українських ЗВО.

МЕТОДИ ДОСЛІДЖЕННЯ. При дослідженні було використано методи: літературного аналізу (аналіз світових практик, політик та стратегій сталого розвитку в закладах вищої освіти); порівняльного аналізу (виявлення відмінностей та спільних рис у підходах до сталого розвитку в різних країнах); Кейс-стаді (глибоке вивчення конкретних випадків успішної реалізації сталого розвитку в закладах вищої освіти); експертних оцінок (отримання оцінок та думок експертів у сфері сталого розвитку та освіти); контент-аналіз (аналіз змісту документів, звітів, стратегій, публікацій університетів та інших організацій); бенчмаркінг (вивчення та запозичення кращих практик з інших університетів та країн); графічно-табличний метод.

ВИКЛАД ОСНОВНОГО МАТЕРІАЛУ. Концепція сталого розвитку є складовою стратегії розвитку, як різних секторів економіки, так і освіти. Сучасний виклик для закладів вищої освіти полягає не лише у наданні якісних знань, але й у забезпеченні власної стійкості у фінансовому, соціальному та екологічному векторах. Провідні країни світу розробили унікальні підходи до впровадження сталого розвитку у своїх університетах, що включає в себе інтеграцію принципів сталого розвитку в освітні програми та ефективне управління ресурсами. Країни з розвинутою системою вищої освіти активно впроваджують ініціативи щодо сталого розвитку, що включає енергоефективність будівель, використання відновлюваних джерел енергії, зменшення викидів в атмосферу, інновації в освітні процеси, такі як використання технологій для підвищення якості навчання, здійснення дистанційного навчання та електронної адміністрації. Сталий розвиток ЗВО передбачає інтеграцію трьох аспектів (економічний, соціальний, екологічний) у процес управління та розвитку закладу вищої освіти. Сталий розвиток в освіті орієнтується на «трикутник сталого розвитку», який утворює основу для стратегій забезпечення довгострокової стійкості ЗВО та сприяння створенню умов для розвитку сучасних знань і компетенцій. Досліджуючи досвід провідних країн світу у сфері сталого розвитку ЗВО було проаналізовано досвід

країн: Європейського Союзу, Сполучені Штати Америки, Австралія, Норвегія, Швеція, Фінляндія, Японія, Канада, Австралія. В рамках адаптації та подальшої імплементації міжнародного досвіду сталого розвитку ЗВО в Україні необхідне виконання наступних умов: провести диверсифікацію джерел фінансування через співпрацю з приватним сектором та міжнародними організаціями; почати впроваджувати «зелені» технології у кампусах для зменшення енергоспоживання та екологічного впливу; інтегрувати принципи сталого розвитку в освітні програми для підготовки фахівців, здатних сприяти стійкому розвитку в різних галузях економіки; дотримання принципів соціальної інклюзивності і забезпечення рівного доступу до освітніх можливостей для всіх студентів незалежно від їхнього соціального статусу.

ВИСНОВКИ. Досвід провідних країн світу демонструє важливість комплексного підходу до забезпечення сталого розвитку закладів вищої освіти. Економічна стійкість, соціальна інклюзивність та екологічна відповідальність є невід'ємними елементами цього процесу. Українські ЗВО можуть використати найкращі міжнародні практики для формування власних стратегій сталого розвитку: посилити значення інтеграції сталого розвитку; використовувати інноваційні підходи в освіті; посилювати міжнародну співпрацю та обмін досвідом, що дозволить більш ефективно адаптувати глобальні стандарти сталого розвитку до локальних умов; збільшити фінансову та політичну підтримку через державні гранти, наукові програми та партнерства з приватними компаніями, що стимулює впровадження сталих рішень; глобалізація процесів, що проявляється в підготовці фахівців, здатних вирішувати екологічні, економічні та соціальні проблеми на світовому рівні. Загалом, досвід провідних країн у контексті сталого розвитку закладів вищої освіти слугує важливим орієнтиром для інших держав, що прагнуть досягти сталого майбутнього через освітню діяльність та науково-дослідницьку діяльність.

КЛЮЧОВІ СЛОВА: заклади вищої освіти; сталий розвиток; провідні країни світу; імплементація; якість навчання; стратегія розвитку; концепція; вища освіта; університети; ініціативи сталого розвитку; інновації; «зелені» технології; трикутник сталого розвитку.

Statement of the problem. Sustainable development of higher education institutions (HEIs) is one of the key topics of modern educational management. In a world where globalization and climate change affect all aspects of life, the role of higher education institutions in ensuring sustainable development is becoming increasingly important. Higher education institutions not only provide knowledge and skills, but also act as catalysts for social and economic change that promote sustainable development. The concept of sustainable development is an integral part of the development strategy of both different sectors of the economy and education. The current challenge for higher education institutions is not only to provide quality knowledge, but also to ensure their own sustainability in the financial, social and environmental dimensions. The world's leading countries have developed unique approaches to implementing sustainable development in their universities, including the integration of sustainable development principles into educational programs, resource management, and facilities.

Countries with developed higher education systems are actively implementing sustainability initiatives, including energy efficiency of buildings, use of renewable energy sources, reduction of air emissions and other measures. The world's leading countries are actively introducing innovations in educational processes, such as the use of technology to improve the quality of education, distance learning and electronic administration. They also actively cooperate at the international level, which facilitates the exchange of experience in the field of sustainable development and innovation and attracts significant financial resources to support sustainable development in higher education through public and private investment. Thus, the experience of leading countries in this area is important for the development of modern educational systems around the world aimed at achieving sustainable development.

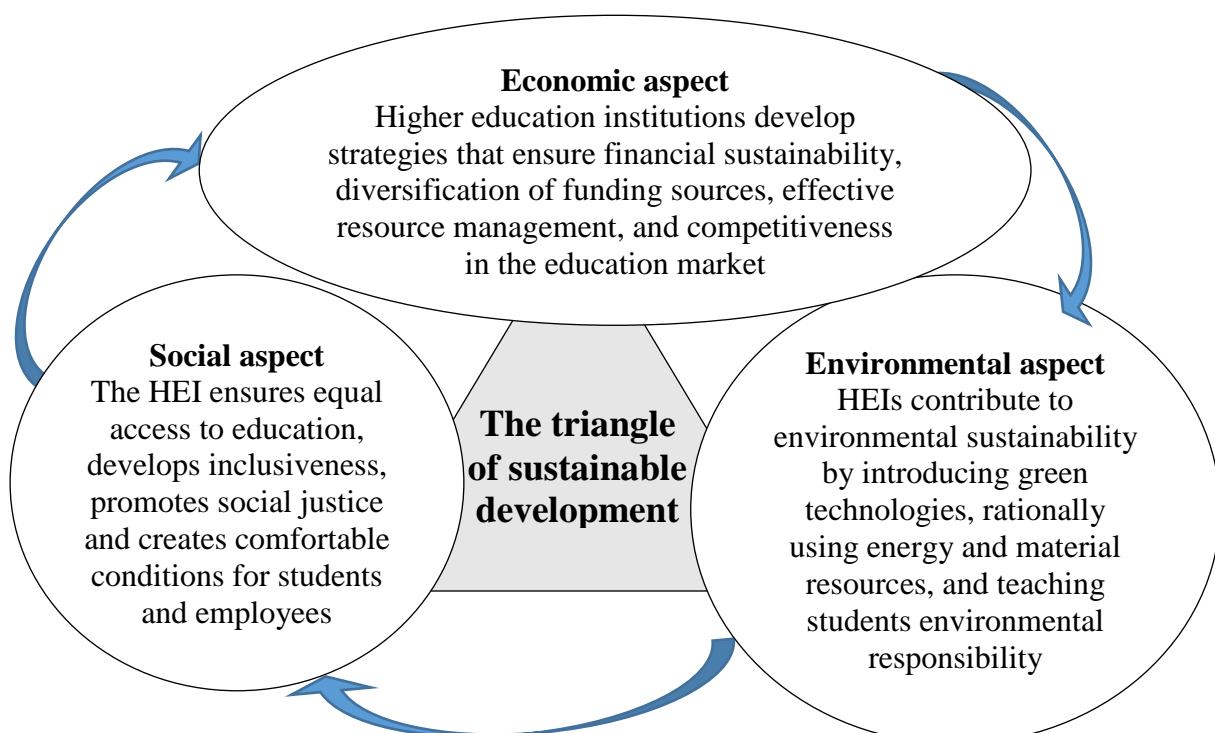
Analysis of publications on the problem. The issues of sustainable development of higher education institutions have always been in the focus of attention of many leading economists, including: I. Bodnaruk, P. Boichuk, O. Fast, M. Borovyk, G. Brundtland, M. Bublyk, L. Zhuk, Kh. Drymalovska, I. Didenko, N. Kholiavko, L. Hanushchak-Iefimenko, D. Karamyshev, Ye. Khaustova, N. Kholiavko, A. Samoilovych, I. Olyfirenko, V. Kovalchuk, V. Dankevych, O. Liashenko, O. Olshanska, A. Polianska, D. Tymoshenko, O. Popelo, A. Zhavoronok, T. Vlasiuk, M. Skydan, N. Stebliuk, Ye. Volosova and others. However, it is the process of studying the experience of leading countries in the context of sustainable development of higher education institutions and the choice of the best methodology for its implementation in domestic higher education institutions that requires further attention.

Statement of the main results. The concept of sustainable development, first proposed in the report "Our Common Future" (1987) by the UN Commission on Environment and Development, includes three main aspects:

economic, social and environmental. These aspects form the so-called "triangle of sustainable development", which must be balanced to achieve the long-term well-being of humanity (Bublyk, Zhuk and Drymalovska, 2018; Bodnaruk, 2022; Borovyk, 2017; Puzyrova and Hryshchenko, 2020; Hanushchak-Iefimenko and Puzyrova, 2024).

Sustainable development of higher education institutions involves the integration of three aspects (economic, social, and environmental) into the management and development of the institution. Since higher education institutions play an important role in training specialists who are able to solve complex problems of sustainable development, they (HEIs) are also centers of research and innovation that contribute to the creation of new knowledge and technologies to support sustainable development. In addition, HEIs should be examples of sustainable management of their own resources and infrastructure (Boichuk, Fast, 2021; Borovyk, 2018; Didenko, Kholiavko, 2023; European Commission, 2019; Khodakovska, Puzyrova, 2020; Olshanska, 2020; Skydan, 2023).

Sustainable development in education is focused on the "triangle of sustainable development", which forms the basis for strategies to ensure the long-term sustainability of higher education institutions and promote the creation of conditions for the development of modern knowledge and competencies (Fig. 1).



Source: built by the authors on the basis of (Boichuk and Fast, 2021; Borovyk, 2018; Didenko and Kholiavko, 2023; European Commission, 2019; Khodakovska and Puzyrova, 2020; Olshanska, 2020; Skydan, 2023).

Fig. 1. Vectoring of higher education institutions in the context of sustainable development

Studying the experience of the world's leading countries in the field of sustainable development of higher education institutions, we can note the following:

The European Union (EU) is one of the leaders in implementing sustainable development in higher education institutions. The EU actively supports programs on education for sustainable development through initiatives such as the Erasmus+ Program and Horizon Europe, which promote cooperation between higher education institutions from different countries, exchange of best practices and implementation of new approaches to sustainable development. Many European universities, such as the University of Copenhagen (Denmark) and Lund University (Sweden), have integrated sustainability as a key element of their strategy. European HEIs are actively engaged in the development of infrastructure aimed at energy efficiency and reducing environmental impact. Countries such as Germany, the Netherlands, and Sweden have leading universities implementing projects on renewable energy, CO₂ reduction, and sustainable waste management. Universities in Sweden, for example, apply sustainability management systems that include energy-saving technologies and training programs aimed at developing environmental competencies among students.

In the United States of America, sustainability in higher education is also an important area of focus. Many American universities, such as Harvard University and Stanford University, incorporate sustainability into their curricula, research, and management practices. Particularly noteworthy is the LEED building certification system, which is widely used to ensure the sustainable development of the infrastructure of higher education institutions. Harvard University, for example, has implemented a policy requiring all new buildings to meet LEED Gold standards and is actively implementing strategies to reduce energy and water consumption, greenhouse gas emissions, and waste management. Also in the US, one of the most recognized approaches to sustainable development in higher education is the creation of green campus initiatives. In addition, American universities emphasize teaching the principles of sustainable development by including relevant courses in their educational programs. For example, the University of California has specialized courses in environmental engineering and sustainability policy (Harvard University, 2021; UNESCO, 2020; Stanford University, 2020).

Australia is making significant progress in the field of sustainable development of HEIs by integrating environmental and social initiatives into its higher education system. Australian universities, such as the University of Melbourne and the Australian National University, are actively working to reduce their environmental footprint by optimizing energy consumption, waste management, and water conservation. An important aspect of the Australian

experience is also active cooperation with local communities to achieve social sustainability (University of Melbourne, 2021).

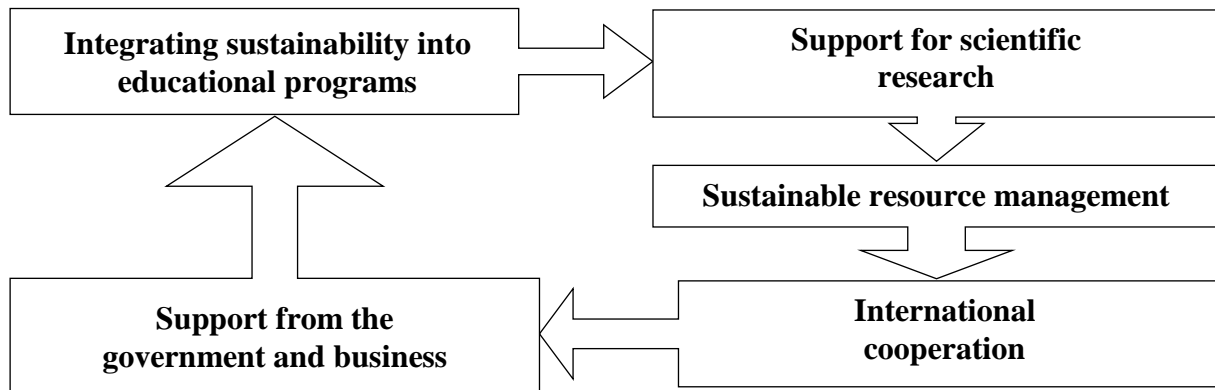
Scandinavian countries such as Norway, Sweden, and Finland have traditionally been at the forefront of implementing sustainable development principles. Universities in these countries actively incorporate sustainability into their curricula, research, and management strategies. For example, the University of Oslo (Norway) has created a special center for sustainability research, and Finland has implemented a national program to support sustainable development in higher education, which includes financial incentives for higher education institutions to achieve sustainability goals. (University of Oslo, 2021).

In Japan, sustainability has become a key element of the national higher education strategy. Universities such as the University of Tokyo and Kyoto University play an active role in developing new technologies and approaches to support sustainable development. Japanese universities also work closely with business and government to create innovative solutions in the field of environmental sustainability. In Japan, the concept of sustainable development is part of the national strategy for educational reforms. Kyoto University is a leader in sustainability research, particularly in the areas of renewable energy, waste management, and climate change mitigation. Japanese universities are also working to train specialists who will have the necessary knowledge to implement sustainable development in various sectors of the economy (Tokyo University, 2022).

Canadian universities, in particular the University of British Columbia (UBC), are among the leaders in the field of sustainable development. UBC was the first university in the world to be recognized as a Living Lab for its innovative approaches to sustainable energy management. The university has implemented numerous projects to utilize renewable energy sources, reduce water and energy consumption, and recycle waste. UBC also implements inclusive approaches to education, supporting students from different social groups and ensuring equal access to educational opportunities (UBC Sustainability, 2020).

Australia pays great attention to sustainable development in the education sector, especially in the area of environmental sustainability. Universities in the country, such as the University of Melbourne, are actively implementing measures to reduce the environmental impact of their campuses. One of the key initiatives is to achieve carbon neutrality by 2030, which includes the use of renewable energy sources, reducing resource consumption, and developing innovative technologies for environmentally sustainable management. Australian higher education institutions are also noted for their active involvement of students in projects to develop sustainable thinking and environmental responsibility.

Based on the experience of the world's leading countries, several key aspects can be identified that contribute to the successful implementation of sustainable development in higher education institutions (Fig. 2).



Source: built by the authors on the basis of (Brundtland, 1987; Karamyshev, 2019; Khaustova, 2019; Liashenko, 2020; Popelo, Zhavoronok and Popelo, 2023; Puzyrova and Vlasiuk, 2024; Stebliuk and Volosova, 2015).

Fig. 2. Key aspects of influence on the successful implementation of sustainable development in higher education institutions

First, universities in successful countries actively include sustainability issues in their curricula, providing training for specialists capable of solving complex problems of sustainable development. Also, leading universities are actively engaged in research in the field of sustainable development, developing new approaches and technologies that can be applied both in education and in other areas. Effective management of energy, water, and other resources plays an important role in the sustainable development of higher education institutions. Universities in many countries actively cooperate with each other in the field of sustainable development, sharing best practices and jointly developing new solutions. Successful implementation of sustainability programs requires active support from the government and the private sector, which provides additional resources and encourages HEIs to implement new approaches (Borovyk, 2018; European Commission, 2020; Kholiavko, Samoilovych, Olyfirenko, 2023; Kovalchuk, Dankevych, 2018; Korzhuk, Puzyrova, 2021; Polianska, Tymoshenko, 2019).

As part of the adaptation and further implementation of international experience in sustainable development of higher education institutions in Ukraine, the following conditions need to be met: diversify funding sources through cooperation with the private sector and international organizations; start introducing green technologies on campuses to reduce energy consumption and environmental impact; integrate the principles of sustainable development into educational programs to train specialists capable of promoting sustainable

development in various sectors of the economy; adhere to the principles of social inclusiveness and sustainability (Brundtland, 1987; Karamyshev, 2019; Khaustova, 2019; Liashenko, 2020; Popelo, Zhavoronok, Popelo, 2023; Puzyrova, Vlasiuk, 2024; Stebliuk, Volosova, 2015).

Conclusions. The experience of the world's leading countries demonstrates the importance of a comprehensive approach to ensuring the sustainable development of higher education institutions. Economic sustainability, social inclusiveness, and environmental responsibility are integral elements of this process. Ukrainian higher education institutions can use the best international practices to formulate their own sustainability strategies: to strengthen the importance of integrating sustainable development; to use innovative approaches in education; to strengthen international cooperation and exchange of experience, which will allow for more effective adaptation of global sustainability standards to local conditions; to increase financial and political support through government grants, research programs and partnerships with private companies, which stimulates the implementation of sustainable solutions; to increase the globalization of processes that manifest themselves in the In general, the experience of leading countries in the context of sustainable development of higher education institutions serves as an important benchmark for other countries seeking to achieve a sustainable future through education and research.

Implementation of the best practices of universities in leading countries in the context of sustainable development will allow Ukrainian higher education institutions to function successfully in the modern global environment and be competitive at the national and international levels.

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