



EDUCATION FOR SUSTAINABLE DEVELOPMENT- A INVESTMENT FOR FUTURE

Dr. Kavita B. Hingane

Sau. Leena Kishor Mamidwar Institute of Management Studies & Research, Chandrapur.

Abstract

This study focuses on the UNESCO Sustainable Development Goals (SDGs), particularly the SDG 'excellent education and lifelong opportunities for everyone,' as well as the empirical and theoretical context. The authors attempted to analyze the definition and best practices of 'Sustainable Education' by reviewing the literature on 'education for sustainable development' (ESD) and 'sustainability in education.' Education is a multi-faceted process, and delivering instruction is one of the sub-processes that contribute to the achievement of the aims and objectives of education. Sustainable development education necessitates a high level of transformation in educational thinking and practice. Education is a one-of-a-kind investment in the future.

Keywords: *Education for Sustainable Development (ESD); Sustainable Development Goals; UNESCO SDGs for 2030; Sustainable Education, Conceptual Model; Indian School Education Status.*

Introduction

Students and learners of all ages must be prepared to develop solutions to today's and tomorrow's difficulties. Education should be transformative, enabling us to make educated decisions and take individual and communal action to improve our societies and protect the environment.

The importance of education in promoting climate action cannot be overstated. It enables individuals to comprehend and respond to the effects of the climate catastrophe by equipping them with the knowledge, skills, values, and attitudes necessary to engage as change agents.

The worldwide community understands the necessity of climate change education and training. The United Nations Framework Convention on Climate Change, the Paris Agreement, and the Action for Climate Empowerment (ACE) agenda all call on governments to educate, empower, and engage all stakeholders and significant groups on climate change policies and activities.

Through its Education for Sustainable Development programme, UNESCO has been working to make education a more central and visible part of the international response to climate change.

UNESCO creates and shares research, provides policy direction and technical support to its Member States, and conducts programs on the ground as a global advocate striving to increase governments' capacities to provide quality Climate Change Education (CCE). Through media, networking, and collaborations, UNESCO promotes innovative methods and strengthens non-formal education programs.

Concepts of Sustainable Development

- ❖ Needs and rights of future generations.
- ❖ Quality of life, equity and justice.
- ❖ Inter dependence- of society, economy and the natural environment, from local to global.
- ❖ Citizenship and stewardship-rights and responsibilities, participation and cooperation.
- ❖ Diversity – cultural, social, economic and biological.



- ❖ Sustainable change – development and carrying capacity. So, Education for sustainable development is very often a matter of extending, rather than replacing current thinking and practice.

The Scope of Education for Sustainable Development

Education for sustainable development has four major thrusts.

- ❖ Promotion and Improvement of basic education.
- ❖ Reorienting existing education at all level to address sustainable development.
- ❖ Development public awareness and understanding of sustainability.
- ❖ Training and skills development for the world of work.

In this way providing specialized training programs is critical to ensuring that all sectors of society have the skills they need to execute their jobs in a sustainable manner. Local, regional, and national sustainability can be achieved by all segments of the workforce. As a result, business and industry are important venues for continued vocational and professional training, ensuring that all segments of the workforce have the information and skills they need to make sound decisions and perform their jobs in a long-term way.

Current status of Indian education system

Education and public awareness are of active means to address the challenge of climate change. In many regions, varying weather conditions and climate-related shocks are making it harder to deliver quality education in safe learning environments. UNESCO will therefore develop national capacities to integrate climate-relevant components into national education plans. Due account will be given to regional specificities and priorities, paying particular attention to the challenges of countries most vulnerable to the negative impacts of climate change.

The MHRD, Government of India's committee for the "Evolution of New Education Policy" proposed many reforms in April 2016 (April), including quality education, equality in access to all educational resources, and quality teaching, but failed to draw a framework for long-term school education in India. The school curricula of different boards of education, as well as teacher preparation programs, are not uniform across the country. Even the Government of India's "Voluntary National Review Report" was given at the "High Level Political Forum" on Sustainable Development.

“To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The present Indian govt. has also introduced various schemes (Yojnas) through planning commission (NITI Ayog) and implemented with great slogans but failed to develop a strong foundation, nor a sustainable framework for international standard public education system in Indian schools ; only inviting the foreign universities to collaborate with Indian universities or opening their offshore branch for internship, academic and research programs would never enrich the foundation of our school education. As a result, mushrooming private schools, international schools with smart classrooms, ICT based content and educational packages are coming up which serve the purpose of some elite and affluent section of population, thus creates a huge gap in the standard of education between govt. and private schools; thus increases the diversity / inequality in education and employment sector. If it continues like that it would create havoc in the business and Indian job market in near future. Moreover, there is no awareness, nor education for sustainable consumption, lifestyle and habitat for sustainable growth and security of our future generations. (Mohanty, 2018)



Sustainable Education for India

Way back in 2001, Sterling defined ‘sustainable education’ as a “change of educational culture that develops and embodies the theory and practice of sustainability”; thus, it is a transformative paradigm which values, sustains and realizes human potentials in order to attain sustainable economic, social and environmental goals. Therefore, sustainable education logically necessitates a deep learning response in educational policy, thinking, content and practice. In Indian context few research work and practices are going on in the areas of sustainable environment, sustainable energy etc. but we need a paradigm shift to create an education culture and ecosystem that implies systematic change in education policy and system, in the thinking and practice of every stakeholder linked to Indian education system. Hence, we have to draw a systematic plan / blue print out of this existing complex and diversified education system and drive it with a holistic vision. As “triple bottom- line” framework is widely adopted model in other domains of sustainable development goals, the present authors assume that the ‘people – planet - profit’ (socio – economic - environmental) framework would be appropriate to accommodate the complexities and diversities of Indian education system. Thus, the “Sustainable Education” based on this framework would imply the basic components i.e., educational policy and practices to be sustaining and quality oriented, would enhance the competencies and motivations of teachers, teacher educators, students, administrators and other stakeholders in the community and enrich the socio-environmental ecosystem of the educational institutions to deliver the desirable goals and sustainable outcomes as well. (Mohanty, 2018)

1 – Profit - MHRD

- Content, curriculum and pedagogy matches the learners needs;
- Assessments should accurately measure the learning outcome;
- Technology (ICT) access and use should enhance the quality and outreach of school education across the country.

2 – People - HR

- Education system should be robust to ensure teacher’s quality and aptitude for good teaching;
- The education should actively engage learners and develop their physical and mental abilities.
- The leadership / managerial competencies of school administrators should be enhanced through continuous training, leadership workshops, professional networks, action research projects, virtual learning groups etc;
- Stakeholders’ community should be empowered to actively participate in school activities.

3-Planet- Education Ecosystem

- The location and communication facilities should be within the reach of every Student;
- The infrastructure must be up-to-date to adapt technology for effective teaching-learning process;

Themes in Education for Sustainable Development

Education for sustainable development shares many common themes with education for all and the United Nations literacy decade. These themes include:

- ❖ Overcoming poverty
- ❖ Gender Equality
- ❖ Health promotion
- ❖ Environmental conservation and protection



- ❖ Rural Transformation: Education for Rural people
- ❖ Human Rights
- ❖ Intercultural Understanding and peace
- ❖ Cultural Diversity
- ❖ Information and Communication Technologies (ICTs)

One of the major pillars on which sustainable development will be achieved is poverty eradication through adequate economic development. It is at the heart of all Millennium Progress Goals that acknowledge the relevance of gender issues, education, health, and environmental protection in achieving long-term human development.

Girls 'Education Initiative's major goal is to achieve gender equality in formal education. All of these programs emphasize the importance of gender-sensitive methodologies and resources, as well as gender perspectives being integrated into all educational activities.

The complex interconnections between social, economic, ecological, and political elements that determine living standards and other aspects of societal well-being that influence human health are reflected in the relationship between environment and health. A healthy population and a secure environment are essential prerequisites for long-term development. On a depleted planet, there can be no long-term economic or social progress. At the heart of education for sustainable development is a widespread understanding of the dependency and fragility of planetary life support systems and the natural resource base on human well-being.

One of the key issues of the education for all effort is the challenge of education to assist rural change. The problems of poverty and deprivation in rural areas, as well as its spillover into urban areas, cannot be solved by preventing urbanization and keeping rural people restricted to rural areas. Half of the world's population still lives in rural areas. Rural areas are home to three-quarters of the world's population, who live on less than a dollar a day. As a result, educational activities must be linked to the rural community's specific needs for skills and competencies in order to seize economic opportunities, improve livelihood, and improve quality of life. A multi-sectoral educational strategy that includes all ages and formal, non-formal and informal education is necessary.

There will be no sustainable development unless human rights are respected. This viewpoint is expressed in the implementation Plan, and one of those rights is access to a high-quality basic education, which includes reading. It is not only a matter of exercising an individual right to education, whether as an adult or a kid, but also of reaching a stage where societies regard the fulfillment of that right as a *sine qua non* of long-term growth.

Inter-Cultural Understanding and Peace

- ❖ Many opportunities for education and sustainable human development are being undermined by lack of tolerance and intercultural understanding upon which peace is founded.
- ❖ Sustainable lifestyle and ways of working are central to overcoming poverty and conserving and protecting the natural resource base for all life.
- ❖ "Our rich diversity ... is our collective strength" A key aspect of diversity is respect for indigenous languages in education.
- ❖ All initiatives Information and communication Technologies as a useful of learning and expression the common problem is expanding access to information communication technology and developing their use to enhance basic education.



Activities for Increasing Education and Sustainable Development

- ❖ All countries are encouraged to endorse the recommendations of this would encompass the preparation of national strategies and action for meeting basic learning needs, universalizing access and promoting equity, broadening the means and scope of education developing and supporting policy.
- ❖ Educational authorities with the appropriate assistance from community group or non-governmental organizations are recommended to assist or set-up pre service and in-service training programmes for all teachers, administrator and educational planners.
- ❖ Educational authorities should promote proven educational method and the developments of innovative teaching methods for educational settings.

Conclusion

From the above discussion we can conclude that if we want to achieve sustainable development goals (SDG), especially we have to adopt ESD as a process and mechanism for making our education system robust, progressive and sustainable. An education system that promotes the awareness of the complexities, diversities and uncertainties of the surrounding world and promote changes through ESD strategies can be considered as reflexive in relation to social learning and new social movements. In order to bring reform in our education system we have to improve the basic unit of a education system as an organization that encompass the human efforts and material equipment which could collectively improve student's learning, teachers' performance and education culture. The primary purpose of adopting ESD is to build up a Education culture that would improve learning and help students to become responsible individuals by fostering sustainability for the sake of conservation of natural resources and promote equality, sustainable consumption, life-style and practices to protect our environment and make our world a place of sustainable habitat.

Education for sustainable development can motivate teachers and pupils resulting in effective teaching and learning which meets many established educational goals. All pupils need to be equipped with the knowledge, values and skills in the area of citizenship and sustainable development that will allow them to participate as full members of society and work towards solutions to sustainable development problems and issues.

References

1. Khanka, S.S. (2004): Entrepreneurship Development, S. Chand Publication, New Delhi.
2. Kohli, V.K. (1993): Indian Education and its problems, vivek publishers, ambala.
3. Drucker, P.P. (1977), People and performance: The best of peter drucker on management William Heineman Ltd. Londen.
4. Mukherjee, H.B. (1991): Education for fullness, Asia Publishing house, New Delhi.
5. Peters R.S. (1982): Concept of Education, William Heineman Ltd. London.
6. Coben B. (1981): Education and the Individual, George Allen and Unwin Ltd. Londen.
7. (2021, 05 19). Retrieved from WWW.UNESCO.ORG: <https://en.unesco.org/themes/education-sustainable-development>
8. Mohanty, A. (2018). Education for sustainable development: A conceptual model of sustainable education for India. *International Journal of Development and Sustainability* .
9. Singh, D. H. (2020). Education for sustainable development in 21st Century. *Bilingual journal of Humanities & Social Science* .