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## SUSTAINABLE DEVELOPMENT AND EDUCATION

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### **Abstract –**

*The collective activities of human beings have altered the earth's ecosystems so that are very survival seems in danger because of changes more difficult to reverse every day. To contain global warming before it reaches catastrophic levels means addressing environmental, social and economic issues in a holistic way. Education programme aims to bring about the personal & societal transformation that is necessary to change course. The present paper includes how these educations can develop & grow of sustainable development.*

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### **Sustainable Development –**

**Meaning and Definition** – The concept of sustainable development emerged as a response to a growing concern about human society's impact on the natural environment. The Concept of sustainable development was defined in 1987 by the Brundtland Commission as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. ( Brundtland 1987). This definition acknowledges that while development may be necessary to meet human needs & improve the quality of life, it must happen without depleting the capacity of the natural environment to meet present & future needs. The sustainable development movement has grown on the basis that sustainability protects both the interests of future generations and the earth's capacity to regenerate. At 1<sup>st</sup> it emphasized the environment in development policies. Since 2002 has evolved to encompass social justice & the fight against poverty as key principles of sustainable development. There are two commonly used visualizations of how to various aspects of sustainable development interact one is of three overlapping circles representing the three pillars of sustainable development eco society & environment. The Later focus on the central role that the environment plays in human society and in turn in the economy. The concepts of sustainable development are defined by agenda 21, which is the action programme for the 21<sup>st</sup> century adopted by governments at the United Nations Conference on Environment & development – in 1992. ( also known as the earth summit ), The summit confirmed its resolve to promote the three pillars of Sustainable development as interdependent & mutually reinforcing concepts.

### **Role of Education in Sustainable Development –**

Good quality education is an essential tool achieving a more sustainable world. The orientation of current education systems was outlined as key sustainable development promotes the development of the knowledge, skills, understanding, values & behaviors in people to care for their environmental. The aim of Education in sustainable development is to enable people to make decisions and carry out actions to integrate the values in sustainable development into all aspects & levels of learning. The poverty alleviation, citizenship, peace, ethics, responsibility in local & global contexts, democracy and governance, justice, human rights, gender equality, corporate responsibility, natural resource management and biological diversity. It is generally accepted that certain characteristics are important for the successful implementation of education in Sustainable development, reflecting the equal importance of both the learning process & the outcomes of the education process.

- 1) In the curriculum in an interdisciplinary & holistic manner allowing for a whole institution approach to policy making
- 2) Share the values & Principles That under sustainable development.
- 3) Promote critical thinking, problem solving and action all of which develop confidence in addressing the challenges to sustainable development.
- 4) Employ a variety of educational methods such as literature, art drama & debate to illustrate the processes.
- 5) Allow learners to participate in decision making – On the design and content of educational programmes
- 6) Address local as well as global issues and avoid jargon-ridden language and terms.

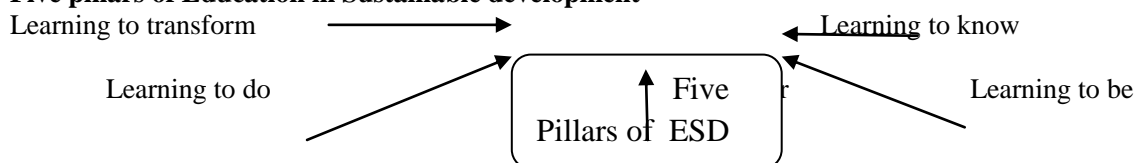
7) Look to the future Ensuring that the content has a long-term perspective and uses medium and long term planning.

A global vision of a world where everyone has the opportunity to benefit from quality education & learn the values, behaviours & lifestyles required for a sustainable future and for positive societal transformation. To integrate the principles, values & practices of sustainable development into all aspect of education & learning. This aims to encourage changes in behaviour that will create a more sustainable future. One of the most important aspects of the development of education in sustainable development is the recognition that education in sustainable development must engage a wide range of stakeholders from government, private sector, civil society, non-governmental organizations and the general public. Education in Sustainable development is fundamentally about values, particularly respect for others, including those of present and future generations for difference and diversity for the environment and resources . Education enables us to understand ourselves & others and our links with the wider natural and social environment, this understanding serves as a durable basis for building respect. Along with a sense of justice, responsibility, exploration and dialogue, Education in sustainable development aims to move us toward adopting behaviours and practices which will enable as all to line a full life without being deprived of basic human needs.

#### Characteristics -

- 1) Focus on educational and learning dimensions of sustainable development.
- 2) Innovative development of new & creative solutions to common problems.
- 3) Make a difference & have a tangible impact on those concerned.
- 4) Have a sustainable effect.
- 5) Have a potential for replication.
- 6) Support evaluation in terms of innovation success and sustainability.

#### Five pillars of Education in Sustainable development –



**Learning to know** – Knowledge, values and skills for respecting & searching for knowledge and wisdom.

1. Learn to learn
2. Acquire a taste for learning throughout life.
3. Develop critical thinking

The secondary school system offers some opportunities for the integration of education in sustainable development. Second level time tabling and structure do not easily allow for links to be made between subject areas, which is an integral element of Education is sustainable development. Curriculum areas such as civic. Social & political education, geography, Science, Social, personal & Health education and some areas of business studies provide the best opportunities for ESD integration. There are new developments in the senior cycle with a review underway highlighting available opportunities for the delivery of Education in sustainable development. Traditionally the higher education system has comprised the university sector, the technological sector and the colleges of education, all of which are autonomous and self-governing, although substantially funded by the state. In recent years, a number of independent private colleges have appeared are grown although there has been limited progress in some third level institutions in the issue of a whole school approach to education in sustainable development. Institutions have introduced courses in sustainable development. It is also important to note that some education initiatives are leading to action on education in sustainable development issues. The national sustainable development strategy include the implementation & resourcing of an action plan for education in sustainable development, the principles in the curriculum at all levels, the integration of Education is sustainable development into professional training at all levels. The national committee on education for sustainable development comprises representatives from a variety of organizations including three major government departments; The department of environment, Heritage & local government, the department of education & science & the department of foreign affairs. This is an example of collaborative working, model between departments and provide an excellent opportunity for the growth of education for sustainable development.

4. Acquire tools for understanding the world.
5. Understand Sustainability concepts and issues.

#### Education for Sustainable development -

1. Recognizes the evolving nature of the concept of sustainability.
2. Reflects the ever growing needs of societies.

3. Acknowledges that fulfilling local needs often has international effects & consequences.
4. Addresses content, context, global issues and local priorities.

**Learning to do** – Knowledge, values and skills for personal & family well-being.

1. See one self as the main actor in defining positive outcomes for the future.
2. Encourage discovery and experimentation.
3. Acquire universally shared videos.
4. Develop one's personality, self identify, self knowledge and self fulfillment.
5. Be able to act with greater autonomy, judgment and personal responsibility.

**Education for sustainable Development** –

1. Builds on the principles and values that underline sustainable development.
2. Deals with the well being of all three re aims of sustainability –environment, society and
3. Economy.
4. Contributes to a person's complete development mind and body, intelligence, sensitivity,
5. aesthetic appreciation.

**Learning to live together** – Knowledge, Values and skills for international intercultural and community co-operation & peace.

1. Participate and co-operate with others in increasingly pluralistic, multi-cultural societies.
2. Develop understanding of other people & their histories traditions, beliefs, values and
3. cultures.
4. Tolerate, respect, welcome, embrace and even celebrate difference and diversity in people.
5. Respond constructively to the cultural diversity and economic disparity found around the
6. world.
7. Be able to cope with situations of tension, exclusion, conflict, violence and terrorism.

**Education for sustainable development** –

1. No one discipline can claim Education in sustainable development for its
2. own, but all disciplines can contribute to it.
3. Builds civil capacity for community –based making, social tolerance, environmental
4. stewardship.

**Learning to do** - Knowledge, values and skills for active engagement in productive employment and recreation.

To be actor as well as a thinker.

1. Understand and act on global and local sustainable development issues.
2. Acquire technical and professional training.
3. Apply learned knowledge in daily life.

4. Be able to act creatively and responsibly in one's environment.

**Education for sustainable Development**

1. Is locally relevant and culturally appropriate.
2. Must become a concrete reality for all our daily decisions and actions.
3. Is about helping build a sustainable and safe world for everyone.

**Learning to transform one self and society** – Knowledge, values and skills for transforming attitudes and lifestyles.

Work toward a gender neutral, non-discriminatory society.

1. Develop the ability and will to integrate sustainable lifestyles for ourselves and other.
2. Promote behaviours and practices that minimize our ecological footprint on the world around us
3. Be respectful of the earth and life in all its diversity.
4. Act to achieve social solidarity.
5. Promote democracy in a society where peace prevails.

**Education for sustainable Development** –

1. Integrates the values inherent in sustainable development into all aspects of learning.
2. Encourages changes in behaviours to create a more viable & fairer society for everyone.
3. Teachers people to reflect critically on their own communities.
4. Empowers people to assume responsibility to creating & enjoying a sustainable future.

**Sustainability Education Teaches Students - Interdependence Between Humans and the Environment** –

The environment provides our nourishment sustenance and shelter, giving us everything we need to survive. Students have the hands-on opportunity to explore how humans and the environment sustain each other. "Harvest produce, explore the edible landscape and often have their very 1<sup>st</sup> experience with home-grown food." This kind of firsthand experience allows students to make a physical profound connection between the environment and their way of life.

**The Balance Between Environment & Society** –

Education encourages students to 'Explore the real world - Outside of their Classroom and as individuals can have an impact on it.' Programs like these teach current students and future leaders the three pillars of Education in sustainable development Environment, & society and governance. They learn to balance & approach from in their own futures.

**Sustainable Life Skills** – Environmental Programs like agriculture labs and sustainable Project encourage students to re-think their relationship with the environment & develop eco-friendly skills

and habits for their futures. Sustainable education will do more than instill sustainable life skills.

**Respect for the planet** – Earth is the only home the next generation and learning more about it is essential to keeping it alive. Sustainable education teaches kids the environment is important, should be treated and play a role in the future of its existence.

**Future preparation and adaptation** - Education can both prepare students for future changes and give them the tools to prevent further damage. Today's students may go on become future scientists, researchers and activists who will work to protect our resources.

The world is changing & with it need to change our approach to the world. The environmental themes and sustainability education in schools, give the next generation the tools they need to take an environmental. Change so give them a better future.

**Pedagogical approaches in Education in Sustainable development** – Pedagogy for sustainability education requires a shift towards active participative and experiential learning methods that engage the learner and make a real difference to their understanding thinking & ability to act.

**Critical Reflection** – Including the more traditional lecture but also reflective accounts, learning journals and discussion groups.

**Systemic thinking and analysis** – The use of real world case studies and critical incidents, project-based learning, stimulus activities & the use of the learning resource.

**Participatory learning** - With peer learning, developing dialogue, experiential learning, action research / learning to act and developing case studies with local community groups & business.

**Thinking creatively for future** – By using role play, real-world inquiry, futures visioning, problem based learning and providing space for emergence.

**Collaborative learning** – Including contributions from guest speakers, work-based learning interdisciplinary or multidisciplinary working and collaborative learning and co-inquiry.

**Conclusion** – An overview of Education sustainable development in the quality of programs offered at present provides any action plan on education for sustainable development & useful opportunities for inter-sectoral collaboration on common issues and areas. The environment development and sustainable development educators they can work together in a network. Innovation & new projects in education in sustainable development and all related education sectors need to be encouraged and developed to

engage civil society groups in actions toward a sustainable world.

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