

Education for sustainable development in 21st century

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INTRODUCTION:

Education is a comprehensive process and imparting of instruction is one of the sub-processes of achieving the goals and objectives of Education. Education for sustainable development implies a quality of change in educational thinking and practice. Education is a unique investment in the present and future. It develops manpower for different levels of the economy. It is also the substrate on which research and development flourish.

Education for sustainable development is not new. It has roots in environmental education, which has evolved since the 1960s and in development education which first emerged in the 1970s and also links with a number of belated approaches to education which stress relevance to personal, social, economic and environmental change. In the past decade these approaches have increasingly found commonality under the label of 'education for sustainable development' and there is a strong thinking consensus about the meaning and implications of this approach for education as a whole.

MEANING AND DEFINITION OF SUSTAINABLE DEVELOPMENT:

Education for sustainable development implies a quality of change in educational thinking and practice that is not simple to lecture in a single definition. This characteristic is reflected in the number and variety of definitions that have emerged in recent egress both in the UK and internationally. The following is the overarching definition for education for sustainable development that will be used by the panel for all its areas of work and contains cheer indication of its scope.

"Development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

The world commission on Environment and development 1987.

"Education for sustainable development is about the learning needed to maintain and improve our quality of life and the quality of life of generations to come. It is about equipping individuals, communities groups, businesses and government to live and act sustainably; as well as giving them an understanding of the environmental, social and economic success involved. It is about preparing for the world in which we will live in the next century, and making sure that we are not found wanting."

In the way, that Education for sustainable development enables peoples to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally that will improve the quality of life now without damaging the planet for the future.

KEY CONCEPTS OF SUSTAINABLE DEVELOPMENT:

- I. Needs and rights of future generations.
 - II. Quality of life, equity and justice.
 - III. Inter dependence- of society, economy and the natural environment, from local to global.
 - IV. Citizenship and stewardship-rights and responsibilities, participation and co-operation.
 - V. Diversity - cultural, social, economic and biological.
 - VI. 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.

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

In this way sustainable development depends upon the provision of specialized training programmes to ensure that all sectors of society have the skills necessary to perform their work in a sustainable manner.

All sectors of the workforce can contribute to local, regional and national sustainability. Business and industry are thus key sites for ongoing vocational and

professional training so that all sectors of the workforce have the knowledge and skills necessary to make decisions and perform their work in a sustainable manner.

KEY 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:

- 5 Overcoming poverty
- 6 Gender Equality
- 7 Health promotion
- 8 Environmental conservation and protection
- 9 Rural Transformation : Education for Rural people
- 10 Human Rights
- 11 Intercultural Understanding and peace
- 12 Cultural Diversity
- 13 Information and Communication Technologies (ICTs)

Poverty alleviation through appropriate economic development is one of the key pillars on which sustainable development will be achieved. It is central to all millennium development goals that recognize the importance of gender issues, education, health and environmental protection to sustainable human development.

Gender equality in formal education is also the main objective of the UN Girls' Education Initiative. All these initiatives emphasize the need for gender - sensitive approaches and materials and for the integration of gender perspectives into all educational activities.

Environment and health are closely entwined, reflecting the complex links between the social, economic, ecological and political factors that determine standards of living and other aspects of social well being that influence human health. A healthy population and safe environments are important pre-conditions for sustainable development.

There can be no long-term economic or social development on a depleted planet. Education to develop widespread understanding of the interdependence and fragility of planetary life support systems and the natural resource base upon human well being depends at the core of education for sustainable development.

The challenge of education to serve rural transformation is one of the main themes of the education for all effort. Preventing urbanization and keeping rural people confined to rural areas cannot solve the problems of poverty and deprivation in rural areas and their spillover into urban areas. Half of the people of the world still live in rural areas. Three quarters of the world's poor, those earning less than a dollar a day, live in rural areas. So Educational activities have to be linked to the specific needs of the rural community for skills and capacities to seize economic opportunities, improve livelihood and enhance the quality of life. A multisectoral educational approach involving all ages and formal, non-formal and informal education is necessary.

Without respect for human rights there will be no sustainable development this view emerges in the WSSD plan of Implementation and one of those rights is to a quality basic education, of which literacy is a part. It is not just a matter of exercising an individual right, as an adult or child, to be educated, but of arriving at a point where societies see fulfillment of that right as a sine qua non of sustainable development.

INTER-CULTURAL UNDERSTANDING AND PEACE:

14 Many opportunities for education and sustainable human development are being undermined by lack of tolerance and intercultural understanding upon which peace is founded.

15 Sustainable lifestyle and ways of working are central to overcoming poverty and conserving and protecting the natural resource base for all life.

16 "Our rich diversity ... is our collective strength" A key aspect of diversity is respect for indigenous languages in education.

17 All three initiatives see 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:

18 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.

19 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.

20 Educational authorities should promote proven educational method and the developments of innovative teaching methods for educational settings.

21 There is a need to strong then within five years.

CONCLUSION:

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.

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