

**SUSTAINABLE DEVELOPMENT AND EDUCATION****Dr. Khushal Limbraj Mundhe***Principal, Shri Nath College of Education, Paithan,**Dist. Aurangabad, Maharashtra***Abstract**

*Education for sustainable development (ESD) is a term used by the United Nations and is defined as education that encourages changes in knowledge, skills, values and attitudes to enable a more sustainable and just society for all. ESD aims to empower and equip current and future generations to meet their needs using a balanced and integrated approach to the economic, social and environmental dimensions of sustainable development. Agenda 21 was the first international document that identified education as an essential tool for achieving sustainable development and highlighted areas of action for education. ESD is a component of measurement in an indicator for Sustainable Development Goal 12 (SDG) for responsible consumption and production. SDG 12 has 11 targets and target 12.8 is By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature. One version of education for Sustainable Development recognizes modern-day environmental challenges and seeks to define new ways to adjust to a changing biosphere, as well as engage individuals to address societal issues that come with them In the International Encyclopaedia of Education, this approach to education is seen as an attempt to "shift consciousness toward an ethics of life-giving relationships that respects the interconnectedness of man to his natural world" in order to equip future members of society with environmental awareness and a sense of responsibility to sustainability.*

**Keywords** – *Sustainable Development, Education, Policy Makers*

**Introduction**

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains two key concepts within it: The concept of 'needs', in particular, the essential needs of the world's poor, to which overriding priority should be given; and The idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs.

Sustainability is a societal goal that broadly aims for humans to safely co-exist on planet Earth over a long time. Specific definitions of sustainability are difficult to agree on and therefore vary in the literature and over time. Sustainability is commonly described along the lines of three dimensions also called pillars environmental, economic and social. This concept can be used to guide decisions at the global, national and individual level e.g. sustainable living. In everyday usage of the term, sustainability is often focused on the environmental aspects. The most dominant environmental issues since around 2000 have been climate change, loss of biodiversity, loss of ecosystem services, land degradation, and air and water pollution. Humanity is now exceeding several planetary boundaries reducing negative impacts on the environment would improve environmental sustainability

### **Education**

Education for sustainable development (ESD) is UNESCO's education sector response to the urgent and dramatic challenges the planet faces. The collective activities of human beings have altered the earth's ecosystems so that our 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. UNESCO's ESD for 2030 education programme aims to bring about the personal and societal transformation that is necessary to change course.

Acting as a global advocate and aiming to strengthen capacities of governments to provide quality Climate Change Education (CCE), UNESCO produces and shares knowledge, provides policy guidance and technical support to its Member States and implements projects on the ground. UNESCO encourages innovative approaches and enhances non-formal education programmes through media, networking and partnerships.

Three different areas also called dimensions or pillars of sustainability are normally distinguished: the environmental, the social, and the economic. Most concepts of sustainability share this understanding, even though they might differ in the details. Several terms are in use for this concept in the literature: authors speak of three pillars, dimensions, components, aspects, perspectives, factors or goals, and all mean the same thing in this context. The emergence of the three dimensions paradigm has little theoretical foundation but gradually emerged without a single point of origin. Nevertheless, the distinction itself is rarely questioned. In fact, the three dimension conception of sustainability is a dominant interpretation within the literature.

### **Sustainable Development Goal**

Its particular emphasis on competencies related to empathy, solidarity and action-taking can help advance SDG 4 in building a future where education contributes not only to the successes of individuals, but also to the collective survival and prosperity of the global community. It will also help the global education agenda move away from an exclusive focus on access and quality measured mainly in terms of learning outcomes, towards an increased emphasis on learning content and its contribution to sustainability of people and the planet. In this way, ESD connects SDG 4 with all other SDGs

Policy-makers have a special responsibility in bringing about the massive global transformation needed to engender sustainable development today. They are instrumental in creating the enabling environment for the successful scaling up of ESD in education institutions, communities and other settings where learning takes place. Policy support is equally important for the formal, non-formal and informal sectors, as well as for the creation of synergies between the sectors. Moreover, advancing policies that support ESD does not only concern the education sector, but all sectors involved in sustainable development. Main actors Education policy-makers at institutional, local, national, regional and global levels, in particular in Ministries of Education. Policy-makers from the sustainable development sectors, in particular in Ministries of Environment and others. Civil society organizations, private companies, and academia who contribute to policy discourse on sustainable development and education UNESCO and its partners. Suggested actions Ministries of education should review the purpose of their education systems in light of the ambitions of the SDGs and define learning objectives fully aligned with those goals. Education policy-makers at local, national, regional and global levels should integrate ESD into education policies, including those that concern learning environments, curricula, teacher education as well as student assessment, and always with a gender perspective in mind

### **Role of Education policy-makers**

Education policy-makers should embed ESD in education quality assurance criteria in order to ensure that education institutions are monitored and assessed for progress on how well they develop learners' capacities as change agents.

Education policy-makers, in collaboration with other ministries, civil society organizations, private companies, and academia, should develop policies to systematically strengthen synergetic relationships between formal, non-formal and informal education and learning. This may include, for example, policy measures to encourage project-based learning on

sustainability issues in the community Policy-makers from the sustainable development sectors should integrate ESD into all policies that explicitly address the achievement of the SDGs, in collaboration with education policy-makers, civil society organizations, private companies, and academia. For example, ESD should be prominently placed in all policies that address climate change (SDG13). These efforts will require close collaboration between policy-makers from the sustainable development and education sectors, in particular among relevant ministries, as well as strengthened collaborative governance among diverse stakeholders. To support these actions, UNESCO and its UN partners among others, put in place a programme to support country initiatives on ESD for 2030 to integrate ESD in education and sustainable development policies, foster inter-sectoral and intergovernmental multi-stakeholder partnership through a global platform for policy-makers, and advocate for ESD at global level along with UN partners and international and national stakeholders including National Commissions for UNESCO.

### **Conclusion –**

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