



Review: the concept of education and sustainable development

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Received 3 Aug 2024; Accepted 17 Sep 2024; Published 24 Sep 2024

Abstract

This review aims to achieve sustainable development, and this is because it is an intervention to highlight one of the topics that receive great attention in all countries of the world, as it is an important issue at the present time, and the focus of its interest is to improve the basics, and these aspects are three aspects related to the economic, social and environmental aspects, and to achieve this concept - sustainable development - among the youth, it must be taught to them, and this is done by including it in the educational curricula, and to teach specific methods, and under sustainable development and its consolidation, this requires a set of approaches to sustainable development to teach it, and these components must be taken into account in the educational process and environment, and sustainable development requires a set of approaches to teaching methods specific for this purpose, and this must be activated, and to consolidate sustainable development in education, we follow several approaches to help students. The intervention highlighted some of the necessary competencies to achieve sustainable development, as well as education for development Sustainable.

Keywords: education, sustainable development

1. Introduction

The members of society who complete any country, if through it acquires the basics for building an education is considered the foundation of a state of science, knowledge and skills, and this is to build the state until it reaches the ranks of advanced countries, and through individuals how to preserve their state, by preserving its properties and resources, a time here appeared the concept of education acquires the new which is sustainable development, which aims to achieve the continuity of countries through several aspects, economic, and its deterioration, so preserving that these aspects are among the components of countries, and contribute to their prosperity social, environmental, if they are depleted, it results in poverty, unemployment and environmental degradation, these aspects and investing in them, requires prosperity and progress, and from here the members of society and achieving justice and preserving the rights of the concept of sustainable development appeared to provide social care for the human being, develop the economic structure and build a society based on knowledge and science.

2. The concept of quality in education

It is the sum of the features and characteristics related to the educational service, which we can It is the sum of the efforts made by it meets the needs of students, and makes the schooling process a joyful and cheerful process. Workers in the field of education to raise and improve the quality of the educational product, in a manner consistent with the desires of the beneficiary, and with the capabilities features and characteristics of the educational product unit (the student), and since the beneficiaries of the education process are many, It also, as well as workers in the field of education, so the intervening factors are many, so we adopt the operational definition. It is possible to follow the following for quality:

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Quality in education is a comprehensive, integrated system that addresses the various aspects of the educational system, from inputs, processes, and outputs, with the aim of improving its product (Al-Harathi, 2014) ^[3].

3. Definition of sustainable development

Sustainable development has several definitions, including:

Wafaa A (1983) defines it as: It is a set of policies and procedures taken to move society to a better state, using technology appropriate to the environment, to achieve a balance between building natural resources and destroying them by humans, A place in the context of a local and global policy to maintain this balance.

The definition of the Brundtland (1987): Report issued by the World Commission on Environment and Development is that sustainable development is development that meets the needs of the present without jeopardizing the ability of future generations to meet their own needs.

Definition of Sahar Al-Rifai (2000): It is an interactive, dynamic development that is responsible for achieving the three goals- people, environmental resources, and economic development.

Definition of Muhammad Kamil Al-Sharqawi (2014): It is the process that aims to achieve the reduction of the economic efficiency of human activity, within the limits of the available renewable resources and the ability of natural biological systems to absorb it and ensure the needs of future generations (Abu Al-Nasr and Madhat, 81: A 20).

4. The relationship between education and development

As a result of the spread of the concept of education for life, interest in the subject of linking. The purpose of education and teaching. It has become necessary for the school to be aware of

environmental, social and economic problems and ways to address them. (Al-Harathi, 2014) [3].

5. Principles of sustainable development

All sustainable development programs must take into account the three areas of sustainability: environment, society, and economy, in addition to the implicit cultural dimension, as sustainable development addresses these areas within their local context, and thus takes many forms around the world. The ideals and principles that underlie sustainability include broad concepts such as: equality between generations, peace, tolerance, poverty reduction, environmental conservation, preservation of natural resources, and social justice (UNESCO, 2013) [7].

In order to achieve sustainable development in its comprehensive concept and approach, there must be a political will on the part of countries, as well as a readiness on the part of societies and individuals to achieve it. Therefore, it was necessary to identify the axes of sustainable development in its various dimensions, and to find indicators in those axes to ensure their achievement. Thus, indicators that work to implement the concepts and methods of sustainable development must be taken into account, such as achieving economic growth and justice, by creating a link between global economic systems and laws, in a way that ensures responsible and long-term economic growth for all countries and societies of the world without exception or discrimination (Al-Marsawi, 2015) [6].

6. Education for sustainable development

This concept includes learning skills, attitudes and values that guide and motivate individuals to seek sustainable livelihoods, participate in a democratic society, and live sustainably. It also includes studying local and global issues. Education for Sustainable Development is a comprehensive education with transformative power that addresses the content and outcomes of learning, the educational approach, and the learning environment. It achieves its goal by transforming society. Education for Sustainable Development seeks to enable citizens in all regions of the world to deal with the complexities, inequalities and differences of opinion raised by issues in the fields of the environment, natural heritage, culture, society and the economy (Dahan and Zagsho, 2018) [4].

7. Components of sustainability education

Among the most important components of sustainability education, we mention the following:

- a) The necessity of taking into account the cultural and civilizational framework. It is proven that education is affected by such a framework. Numerous studies have proven that there are differences in the application and influence of this type of education, and this is due to cultural, social, structural, and educational/educational factors, with the presence of many common denominators between societies in this regard.
- b) Sustainability is taught according to a well-established scientific model that takes into account important elements

in the educational process and environment. These elements are:

- **Sustainability environment:** Includes senior management support, securing resources, cooperation and interaction.
 - **Sustainability material:** Includes a diverse, appropriate, life- and career-related, culturally acceptable teaching material.
 - **Sustainability learning:** Means a motivated, absorbed listener who is able to transcend the boundaries of specializations.
 - **Sustainability teacher:** A teacher experienced in sustainability who is motivated and stimulating, and proficient in applications.
 - **Sustainability skills:** Can be acquired, diverse, and applicable in every field.
 - The need for continued senior management support for sustainability integration programs in curricula.
- c) The importance of adopting the philosophy of continuing education and training, as the idea of sustainability is characterized by dynamism and continuous renewal, especially since it addresses problems and crises of a renewable nature such as environmental problems and crises.
 - d) The importance of using advanced courses to analyze relevant data and information.
 - e) The importance of taking into account the size of the educational institution, as size affects the degree of complexity and difficulty in managing sustainability.

8. Approaches to sustainability education

There are many approaches to sustainability education, and it is necessary to emphasize the need to activate many of these approaches, including the following:

- a) **Introduction to service education:** Service education is based on integrating university education with community service, in addition to legal norms, as well as maximizing the benefit from educational techniques, social activities, trips, etc.
- b) **Effective learning approach:** Effective learning seeks to accumulate knowledge, integrate it, and operate it in an effective mental manner by the learner, with what this requires in terms of strengthening the internal motivation for learning that encourages the principle of lifelong learning.
- c) **Deep learning approach:** Encourages the student to infer meanings and build deep understanding through reading and analyzing the material and thinking carefully about concepts and terms with the superior ability to benefit from the accumulation of ideas, sciences and results and their integration.
- d) **The problem-solving learning approach:** Aims to encourage creative thinking among students, especially since sustainability issues have become very ambiguous and complex. One researcher suggests implementing steps to implement this application.

- Identifying an appropriate source for discussion (article, report, document, etc.).
- Analyzing the material presented in that source and conducting the necessary additional research.
- Determining the student's task and criteria for success in his task.
- Determining the objectives of a problem and its associated limits and restrictions.
- Determining the research areas to collect the necessary data.
- Finding, classifying and critically evaluating the data to obtain sound results.
- Applying the sound results.
- Preparing the required report.
- Determining the lessons learned. (Al-Baridi, 2015) [2].

9. Methods of teaching education for sustainable development

UNESCO has identified 10 policies that support quality education related to the individual learner and the education system. Five of these aspects are at the learner level, including:

- Access to the student,
- Recognizing the learner's information capacity and experience,
- Creating relevant content,
- Using diverse teaching and learning procedures,
- Supporting the learning environment.

By using a variety of teaching methods, teachers can help students to employ and benefit from different learning processes. Diversity gives students the opportunity to grow culturally and enhance their skills and ability to learn and think. Quality education means that the individual needs of learners are taken into account, addressed and integrated when preparing, delivering and developing the lesson. Using a variety of teaching methods, the teacher can prepare according to the diverse needs of learners in the classroom. Not all students learn by participating in one way. Some learn by listening and some by reading. More physical activity and the lack of traditional educational methods serve students who are good at listening, reading and memorization without comprehension, while not all students have these abilities. Now education for all and meeting the educational needs of all students in the classroom is considered a form of social justice and is considered the basic concept of sustainability. Previously, only students who were good at reading and memorizing succeeded, while students who did not succeed often dropped out of school, socially and economically, however, a variety of things can be used, which limits their functional and economic potential, and dropping out is a major issue of sustainability.

10. Learning objectives necessary to achieve the sustainable development goals

Education develops the competencies necessary to achieve the sustainable development goals. These objectives include:

- a) The main transversal competencies necessary to achieve the sustainable development goals. These competencies

are represented by the following competencies:

- Systemic thinking competency, which is the ability to perceive and understand relationships and analyze complex systems, and think about systems as an integral part of various fields and at all levels.
- Foresight competency, which is the ability to understand and evaluate the future in all its possible and desired forms, and to crystallize our own vision for the future, apply the principle of prevention and evaluate our actions and how to deal with risks.
- Normative competency, which is the ability to understand the standards and values on which our actions are based, reflect on them, and negotiate values, principles, goals and objectives related to sustainability in a context dominated by conflicting interests, widespread trade-offs, and characterized by uncertainty and contradictions.
- **Strategic competency:** It is the ability to work with others to develop innovative practices and apply them to promote sustainability at the local level and at other levels.
- **Collaborative competence:** It is the ability to learn from others and understand their needs, viewpoints and behaviors, and deal with conflicts that arise within a specific group and facilitate the resolution of problems in a cooperative manner.

11. Specific learning objectives related to the sustainable development goals

These objectives are distributed over a group of cognitive, social, emotional and behavioral fields. Below we review these fields:

- **Cognitive field:** Includes the knowledge and thinking skills necessary to better understand the Sustainable Development Goals and to be aware of the challenges that hinder their achievement.
- **Socio-emotional field:** Includes the social skills that enable learners to cooperate, negotiate and communicate with each other, to promote the Sustainable Development Goals. It also includes the skills of self-reflection, values, attitudes and incentives, which allow learners to develop themselves.
- **Behavioral field:** Represents the description of the competencies necessary to engage in work.

Conclusion

From what has been presented, it can be said that this provides a number of educational topics and curricula that are related to the goals of sustainable development, where at the national level - capacity building programs are activated for those in charge of the educational process, as well as - raising the degree of interest in the quality and type of curricula, confirming the extent of their ability to achieve development. As for the regional level, where - supporting learning processes between countries - benefiting from strategies programs concerned with learning for sustainable development - increasing networking

between national and regional civil society organizations for the purpose of transferring expertise and experiences.

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