EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Abstract: *Education for sustainable development (ESD) is described as 'education that enhances sustainable development' and whose mission is 'to provide an enabling environment and capacity for all sectors and stakeholders to contribute effectively towards the achievement of sustainable development'. The practical definition of sustainable development remains "balance between the social, economic and natural resources". To build a system for sustainable development in progress is very difficult; it should be noted that to talk about the three elements at the same time. Finding balance, adds more difficult, because, "the preservation of the ecosystem", includes in itself, human capital, making peoples an integral part of the ecosystem that we are trying to save. Mostly, sustainable development requires major and radical changes, in particular to human behaviors and habits, connected to nature and the economy. The aim of this article is to identify the role of education in sustainable development. The development of education in the context of sustainable development, promotes the correct answer of science, but a way of engaging with different perspectives on the world we live in, and share together every moment of our lives.*
Keywords: Education, Sustainable Development, Transformative, Conceptual Framework, Policy

INTRODUCTION

Education for sustainable development allows every human being to acquire knowledge, skills, attitudes and values necessary to shape a sustainable future. According to Nayar (2013), sustainable development is a development that meets the needs of the present without compromising the ability of future generation to meet their own needs. Nayar (2013) further stressed that sustainable development promotes critical thinking and decision making in a collaborative manner. Education for sustainability could explore students and create opportunities for them to learn and examine how the resources they use affect the Earth. Education for sustainability includes learning about the environment, interacting with the environment to make choices and prevent harmful activities in the environment. Education for sustainable development fosters and strengthens the capacity of individuals to make judgments and choices in favor of sustainable life style. The strategy aims at ensuring that learners are equipped with the relevant knowledge, and the key dispositions, skills and values to motivate and empower them to become informed citizens.

Converse to the traditional way of teaching, Education for sustainable development means adopting a more holistic approach to education with the aim of creating a better world for this generation and for the future generations. Presently in Nigeria, sustainable development has been incorporated into school curriculum to create awareness on issues such as climate change, disaster risk reduction, biodiversity, poverty reduction and sustainable consumption. To create this awareness in the classroom, it requires participatory, activity- based, learner entered teaching methods that could motivate and empower the learners to change their behaviors and take actions for sustainable development. The knowledge acquired could help the learners to be able to relate what they learn in the classroom to their real life activities and will increasingly be in a better position to take the lead in changing behaviors and adopting sustainable life styles.

LITERATURE REVIEW

Education for sustainable development is a vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the Earth's natural resources. It

emphasizes aspects of learning that enhance the transition towards sustainability including future education; citizenship education; education for a culture of peace; gender equality and respect for human rights; health education; population education; education for protecting and managing natural resources; and education for sustainable consumption. (Arjen and Wals, 2003) Education for sustainable development must continue working with environmental education which brought a new view of human relationships with the world environment – which is no longer conceived as an object, but as a living creature that shares the same destiny with human beings. Environmental knowledge is ethical and political. It isn't only a matter of understanding ecological principles, but also involves a new concept of reality. (Gadotti, 2008) The relation between education and sustainable development is complex. Generally research shows that basic education is to nation's abilities to develop and achieve sustainable target (Tilbury, 2002) Some authors imply that unless ESD and generally the discourse on sustainable development (SD) stay open to opinions and debates of educators, it risks becoming indoctrination, a mindless and autocratic repetition of official definitions and limiting standards . (Wals, and Jickling, 2000).

Education for Sustainable Development

Education for Sustainable Development (ESD) empowers learners of all ages with the knowledge, skills, values and attitudes to address the interconnected global challenges we are facing, including climate change, environmental degradation, loss of biodiversity, poverty and inequality. The general goal of ESD is to authorise peoples to act for optimistic ecological and communal change, suggesting a sharing and action-oriented method ESD mixes ideas and logical gears from a diversity of corrections to help persons healthier comprehend the sphere in which they live (Meadows, Meadows, & Randers, 1992). Education for Sustainable Development requires far-reaching changes in the way education is often practised today".

ESD carries a novel inspiration to learning as pupils become authorised to grow and assess other visions of a sustainable forthcoming and to work to jointly fulfil these visions. The United Nations has declared the period from 2005 to 2014 the Decade of Education for Sustainable Development (ESD). UNESCO (2002) is leading the U.N. exertion to tool ESD international. The objective is "to mix the morals characteristic in sustainable development into all features of learning to inspire changes in behaviour that permit for an additional sustainable and impartial society for all".

Sustainability

The greatest shared definition of sustainability is "meeting the wants of the current generation without bargaining the capability of forthcoming generations to encounter their individual wants" (UNISCO, 2000; Hyen, Lythgoe, and Myers, 1997; McClaren, 1993). However frequently censured as being unclear and excessively wide-ranging, this definition offers a basis upon which filling the accountability needs an all-inclusive method to empathetic the sphere. This empathetic need reproduce the connection amid social, economic, and ecological spheres; the three supports of sustainability. Social relationships, norms (society), and resource delivery (economy), and human doings on the atmosphere (ecology), are unified at a diversity of balances and seats. What happens in one compass touches what happens in the other compasses. The standardisation of over-consumption and uncontrolled economic development has bad influences on all way of worldwide systems and donate to numerous kinds of battle. Using the sustainability method as a lens by which to observe the world proposals a more whole empathetic of such relationships, and is eventually more receptive to the current lively reality (McKenzie-Mohr, 1999). The three support methods to empathetic sustainability are extensively rummage-sale globally.

- ✓ ***Sustainable social fairness*** needs a just and impartial distribution of wealth that meets rudimentary wants, which is deferential of human rights, and which comprises comprehensive and expressive contribution by persons in policymaking to cultivate public vivacity.
- ✓ ***Sustainable economic affluence*** needs a tactic that reflects social, ecological, and economic standards in social policymaking, which moves outside exclusively the provision of wealth, to join gage and delivery of prosperity as well.

- ✓ ***Sustainable ecological honesty*** includes identifying the earth as a shut system with determinate resources and needs living within the loud volume of bio networks in such a way that human doings, resource ingesting, and waste manufacture do not weaken the aptitude of the earth to withstand the well-being of all life.

The UN 2030 Agenda recognises Quality Education (SDG#4) as a means for attaining the outstanding SDGs, with sustainability as a goal for Education in target SDG#4 (Steffen, Richardson; Rockstrom; Cornell; Fetzer; Bennet; Biggs; Carpenter; De Vries;& De Wit; 2015).

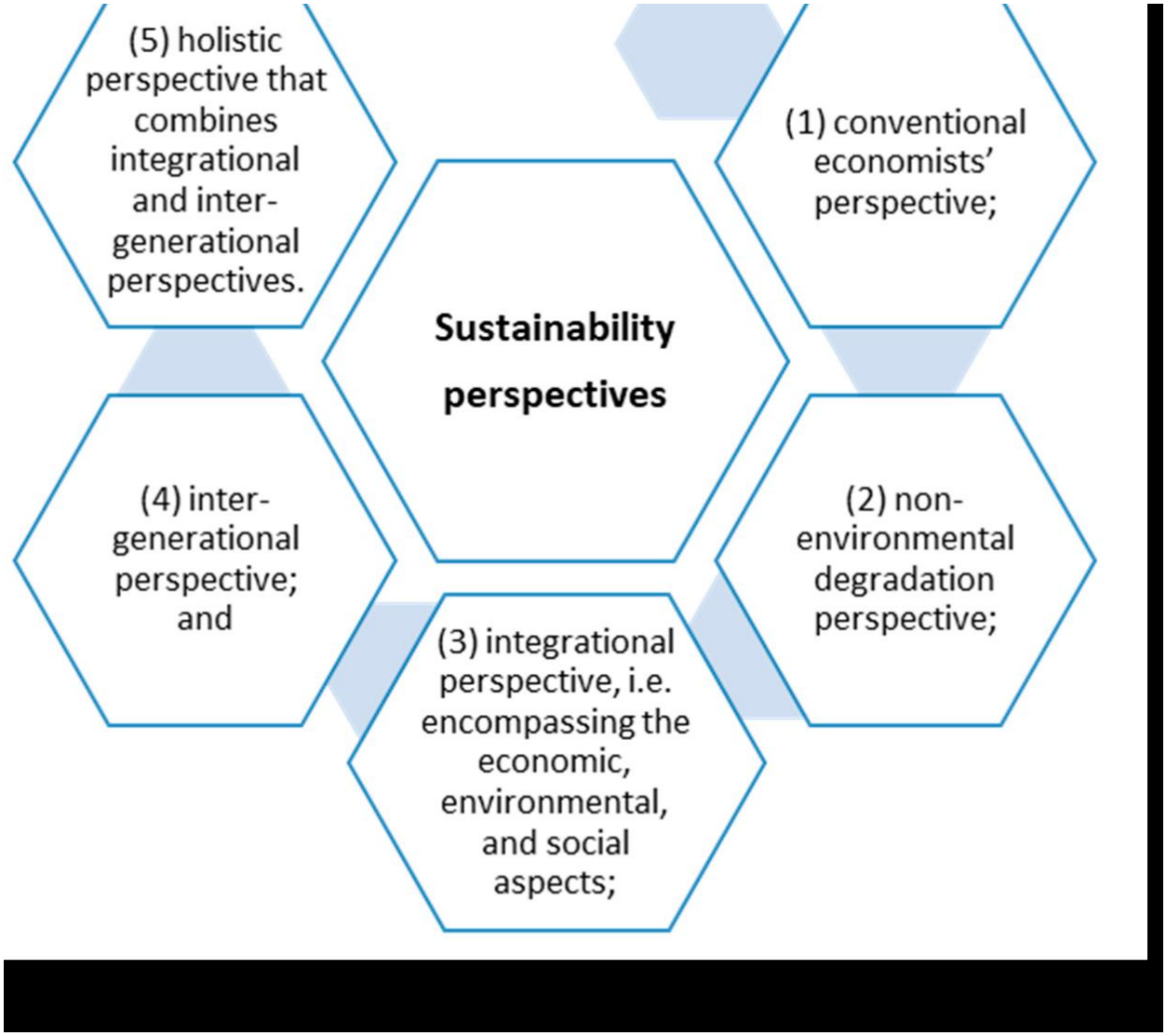
The earlier policy statements comprise:

- ➢ Environmental Education (EE) in 1977: The world's first intergovernmental conference on environmental education was organized by the United Nations Education, Scientific, and Cultural Organization (UNESCO) in cooperation with the United Nation Environment Programme (UNEP) and was convened in Tbilisi, Georgia (USSR) from 14–26 October 1977.
- ➢ The introduction of Education for Sustainable Development (ESD) during the Earth Summit in Rio in 1992: The United Nations Conference on Environment and Development (Rio Summit, Earth Summit) and Chapter 36 of Agenda 21 consolidated international discussions on the critical role of education, training and public awareness in achieving sustainable development.
- ➢ The announcement of the Decade for ESD in 2002 during the World Summit on Sustainable Development: A proposal for the Decade of Education for Sustainable Development (ESD) was included in the Johannesburg Plan of Implementation. The United Nations General Assembly, at its 57^{th} session in December 2002, adopted a resolution to start the UN Decade of Education for Sustainable Development (DESD) from January 2005.
- ➢ The launch of the Global Action Programme (GAP) for ESD in 2014: UNESCO World Conference on ESD launched the Global Action Programme on ESD.
- ➢ The Incheon Declaration: The Incheon Declaration (Education 2030: Towards Inclusive and Equitable Quality Education and Lifelong Learning for All) was adopted at the World Education Forum, Incheon, Korea R, in 2015, and stressed the important role of education as the main driver of development and realisation of the SDGs.

Sustainability as a Goal for Education: The Need for schemes Tactic

In wide-ranging footings, sustainability is an effort to resolve growing worries about a variety of environmental matters with socio-economic aims. The alleged three columns of social, economic, and environmental sustainability are not essentially in arrangement, and frequently generate circumstances that are believed multifaceted and confusing, with a lack of lucidity about the difficulties, and deferent benefits-making pressures (Niles,& Tachimoto, 2018). Sustainability, as understood from five diverse viewpoints in published works, is taken in Figure 1 (Lozano, 2008). The conservative economist viewpoint ropes that sustainability is an end-point and can be attained through well-organized ingesting (Stavins, Wagner; & Wagner, 2003). In this view, sustainability is equated with economic growth and viability and the negative effects on the environment and society are not considered. The non-environmental degradation perspective is rooted in the limits to growth concept (Meadows, Goldsmith, & Meadows, 1972). Economic development relies on natural resources and cannot continue forever, as crossing environmental boundaries may cause ecosystem collapse. This opinion is eco-centric and excludes societal thoughts such as poverty, unemployment, human rights, and illiteracy from the goal of Sustainable Development. The integrational definition acknowledges that achieving it entails reconciliation of environmental, economic, and social aspects Elkington, (2013), and is more complete than the earlier two. Though, it is mostly focused on present actions. The intergenerational definition stalks from the Brundtland report WCED (2013), and reflects the chronological scale of sustainability, the influence of present decisions on future generations, but yet is abstract in how it bonds the three supports of economy, environment,

and society. Finally, the all-inclusive viewpoint combines background (people, planet, profit) with chronological considerations (shorts, medium, and long-term) to deliver a lively and developing idea of sustainability.



Source: Sustainability as seen from five different perspectives in published literature Ozigi, J. K.(2021) Adapted.

This set of definitions needed to understand sustainability is rejected as an "uncertain" and unclear concept in order to efficiently convey its meaning to a wide audience (Eernstman, & Wals, 2013). For example, experts say that sustainability is how sustainability chooses people (social impact, imbalance, future uncertainty) and how to solve unsustainability issues (value, education, stakeholders). With particular emphasis on the sociological role, students often see more sustainability as a subject of science and technology – depressed in science and technology to prevent and solve environmental hazards (Segalàs, Mulder, & FerrerBalas, 2012). The difficulty can further reduce its appeal to potential stakeholders, educators, and learners, often limiting the amount

policymakers define as a target for comprehensive rules (Hák, Janoušková, Moldan, & Dahl, 2018). In rehearsal, this increases the essential to look at sustainability seeing connections between all its sizes, its multiple scales, and overall complexity Zachary, (2014), a job that greatest ESD creativities have writhed or evaded to address in the previous. The Sustainable Development Goals (SDGs) introduced in 2015 as a reference and worldwide guidepost for transitioning to Sustainable Development in the retro 2015–2030, are ambitious, and according to the UN 2030 Agenda, are envisioned to be used as a set of unified goals and world-wide targets. They deliver a valuable normative framework to comprehend sustainability, surrounding the vision of a Sustainable Society which is inclusive and takes into account social, environmental and economic capital and can entice public care and affect public sentimentality (Hák, Janoušková, Moldan, & Dahl, 2018). In this setting, our societies and economies are essential to alter from the present unsustainable state onto a sustainable and hardy path, through an integrative method that addresses all 17 SDGs, building on their interactions and welfares while easing their trade owns (IIASA, 2018). This is what is frequently mentioned as a systems perspective, with sustainability understood as a dynamic state that our society is continually trying to define and reach. This, in turn, means that all 17 SDGs are significant for attaining a sustainable society and they should not be seen in separation. A remote or reductionist opinion of the SDGs in policy formulation and application may consequence in excluding significant optimistic feedback between targets that may improve efforts and produce multiple welfares or ignoring negative feedback which will weaken efforts and cause policy confrontation (IIASA 2018).

Systems thinking is widely recognised as an elective way to reframe the SDGs to highlight their integration and reflect on important directions towards building sustainable societies, compensating at the same time, for their shortcomings and limitations (Lim, Søgaard Jørgensen, & Wyborn, 2018; Zhang, Prouty, Zimmerman, & Mihelcic, 2016). It shelters the possibility of a richer view on the relationship between Education and Sustainability, with ESD playing a vigorous role in delivering the transformative changes required for society to move towards a sustainable state. Such transformation is an ambitious endeavour.

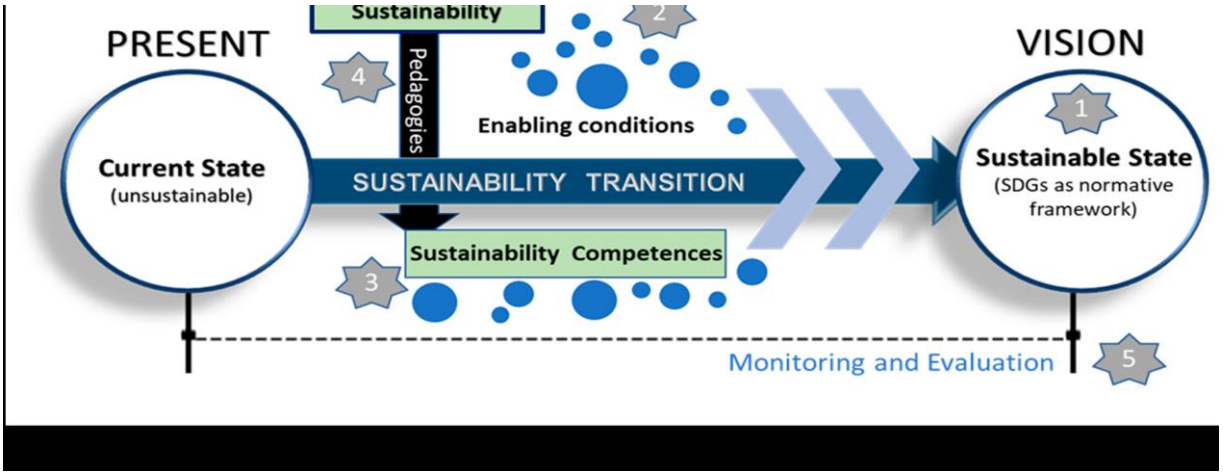
Systems thoughtful in this paper are used as a method to look at the large image of the role of education in allowing such transformation. It shapes the importance of aspirations with human development and capability theory by easing understanding concerning, first, the way that aspirations (sustainability) are distinct, secondly, the way they are linked to capabilities (Competences) and thirdly, pedagogies, the processes by which capabilities become working. Conflicting to overly simplistic political models that seek to deliver a pre-defined version of sustainability, such an approach builds on its value as a metaphor or heuristic for a social ideal and lets ESD hold difficulty and resist over-simplification.

We admit that sighted sustainable development as an end state, visions of an ideal, sustainable future as influenced by history and culture could turn educational programs into indoctrination for that kind of future, but here we assume that sustainable society as a system state can only emerge as the result of complex interactions between system parameters and conditions with education supervisory the transformational process for society reaching such a lively state (Palmberg, Hofman-Bergholm, Jeronen, & Yli-Panula, 2017). Structure on the wide range of democratic pedagogies that have been discussed in the environmental education literature for over twenty years Huckle, (1991), and Fien, (1993), the participatory and empowering nature of a systems approach, permits "educational aspirations" to be recognised by localized visions of the SDGs, and again not looking at them as a 'product' (i.e., the fixed vision of sustainability) but as a way of thinking about the enabling factors and conditions necessary for sustainability to arise. This approach is consistent with the holistic, ecological worldview that looks more to process than product, recognises the systemic view of alteration Fien, and Tilbury, (2002), and consequently permits for a more sustainable transformational procedure.

A PARTICIPATORY CONCEPTUAL FRAMEWORK FOR SUSTAINABILITY TRANSFORMATION THROUGH EDUCATION.

Contextualizing the sustainability challenge through gap analysis from a systems perspective

- ✓ (Figure 2), the planned framework aims to ease the process of sustainable change through education and treats ESD as the means for connecting the hole between the present unsustainable state and a wanted sustainable unique. The procedure can hasten the teamwork of all those involved in education and sustainability, permit educational organisations to grow a clear vision of what sustainability means to them, and work towards transforming individuals, groups, societies, public, and schemes by emerging the capabilities needed to change to a sustainable upcoming (Lozano, Barreiro-Gen, Lozano, & Sammalisto, 2019; UNESCO, 2019). This conceptual framework is founded on the following systems thinking methods:
- ✓ Visioning, to make a participatory vision of the sustainable state,
- ✓ Back-casting, to identify the enabling conditions for the sustainable state, the types of capabilities the citizens need to develop to understand that state and the pedagogies that should be in place to help the development of capabilities, and
- ✓ Monitor and evaluation pointers that will give info about the system state and the development towards the sustainable state. In the following units, each portion of the conceptual framework is clarified in more detail, Adapted.



Source: Educational framework for sustainability transformation and main steps: Taiwo (2020) Adapted.

i. A participatory vision of sustainability,
ii. Enabling conditions for sustainability,
iii. Competences for sustainability transformation,
iv. Pedagogies and learning strategies for Education for Sustainable Development (ESD), and
v. Monitoring and evaluation of ESD competencies and distance from the sustainable state.
vi. A Participatory Vision of Sustainability

Sustainability does not translate to a fixed predefined version of a sustainable state, but an upcoming that society will seek to grasp, a vision of a world distorted by the SDGs (Glasser, 2018). The application of the UN 2030 Worldwide Agenda should be localised to address the wants and requirements of local groups (UCLG, 2019). Certainly, the localisation of the 2030 agenda, connecting the appointment of local leaders, regional governing figures, and citizens in a procedure of participatory co-creation of community seats, morals, dealings, and urgencies,

is measured progressively vital to the implementation of the SDGs (Boix-Mansilla, & Jackson, 2019). This is a significant procedure, as to attain the systemic transformation to sustainable development by 2030 and beyond needs shared action, coordination of numerous stakeholders and long-term planning of activities in the local level coordination of numerous stakeholders and long-term planning of doings in the local close.

The essential for the educational community to define jointly a sustainability vision of the upcoming, "interpreting" what attaining the SDGs will mean, should be a participatory procedure with robust teamwork with local civil society, engaging learners, educators, and stakeholders. Participation in the education segment has been found to upsurge interactions, found positive learning environments, and endorse a culture of teamwork (Lidstone, Wright, & Sherren, 2015). ESD can profit from the broader involvement of stakeholders in an interchange about the vision, mission, and educational aims of the organisation, which can be a vital driver for sustainability revolution (Bullock, & Hitzhusen, 2015). Stakeholders that can be involved in the visioning development could be internal to education such as students, professors, management, administration, and service personnel; or external factors, such as local authorities, communities, indigenous populations, suppliers, businesses, and citizen associations/movements (Blanco-Portela, Benayas, Pertierra, & Lozano, 2017). Students, in precise, when they become involved in determining educational consequences have been found to grow civic responsibility as a societal standard (Frisk, & Larson, 2011).

Enabling Conditions for Sustainability Transformation

"Creating a needed upcoming, and then looking backward from that upcoming to the present to manoeuvre, and to plan how it could be attained", frequently called back moulding, is considered best practice in long-term planning for sustainability changes (Holmberg, & Larsson, 2018). Back moulding, which is the methodology that binds all the steps of our framework, begins with a projection of the anticipated consequence(s) and works backward to understand what is wanted for their understanding. In an educational setting, this procedure could be used to relate educational consequences to the supporting circumstances for the localised vision of sustainability to arise. This has been built by grouping the SDGs into major systemic attributes and enabling conditions. Those related to achieving a safe operating space refer to maintaining ecological integrity and not transgressing crucial planetary boundaries conditions (Rockström, Steen, Noone, Persson, Chapin, Lambin, Lenton, Sche_er, Folke, & Schellnhuber,2009). Those connected to attaining the just working space (Raworth, 2019), include the social foundation of justice, equity, and equality for all, now and in the upcoming (intergenerational dimension), under conditions authorising them to lead satisfying exists. Lastly, transparency, responsible governance, health and wellbeing, diversity, resilient sustainable behaviours, and partnerships between several factors of civic society that can lead to innovation, are likewise wanted. A localised vision of the SDGs would also need an economy that is not short-sighted if to ensure that humanity functions within a safe and just space and thus to stimulate natural and human wellbeing. This has been constructed by grouping the SDGs into major systemic attributes and enabling conditions. Those connected to attaining the safe operating space mention conserving ecological integrity and not transgressing crucial planetary boundaries conditions (Rockström, Ste_en, Noone, Persson, Chapin, Lambin, Lenton, Sche_er, Folke, & Schellnhuber, 2009). Those connected to attaining the just operating space (Raworth, 2019), comprise the social foundation of justice, equity, and equality for all, now and in the upcoming (intergenerational dimension), under situations authorising them to lead satisfying exists. Lastly, transparency, responsible governance, health and wellbeing, diversity, resilient sustainable behaviours, and partnerships between many actors of civic society that can lead to innovation, are also needed. A localised vision of the SDGs would also need an economy that is not short-sighted, if to ensure that humanity functions within the safe and just space and therefore, to encourage natural and human wellbeing.

Give a discussion to the fundamental to contextualize the job of ESD, the outline established permits both educators and learners to see the better image and comprehend the role of

education in sustainable development. Its phases should be well-thought-out conceptual, as better specificity will be highly reliant on context, institutional capacity, problem, timeframe, and resources obtainable to the educational reshape procedure. Though, plans and philosophies should be movable regardless of the contextual alteration characteristic in great gage schemes. It is significant to note that experimentation and innovation are vital mechanisms of every social change and so involved stakeholders should be reinvigorated to try new tactics, structures, and actions to understand their vision (Loorbach, 2010). Reflexive praxis is vital for as long as insights into possible pathways for the act, needed solutions in terms of pedagogies, educational environments, and learning methodologies, and also fighting encounters and obstacles that arise on the way (Gokool-Ramdoo, & Rumjaun, 2016). Finally, adaptation, flexibility, and openness to change are needed in any organisational alteration plan to cope with doubt of consequences. The team of change-agents should know their unawareness about how the upcoming will unfold, but at the same time establish methods for data collection and analysis available to all and establish check-points through the process of change to reflect on activities/plans and adapt them (Dovers, & Handmer, 1992).

To speak issues of power and individual versus collective responsibility, we envision the implementation of the framework through a varied approach: bottom-up and top-down. This will permit, on the one hand, the construction of communities within formal education organisations, such as universities or colleges, to deed as niche points of invention and change-makers that will initiate, implement, institutionalise and share optional practices (Lozano, 200).

On the other hand, carrying out this framework at the level of the educational system will help the arrangement of those niche initiatives by enabling transformational modification in the existing educational policy landscape heart-breaking from the macro to the micro-level (Kapitulˇcinová, AtKisson, Perdue, & Will, 2018). The execution procedure can be facilitated by founding a group of sustainability change agents/champions within the educational organisation (with members from all vital stakeholder clusters acknowledged previously), who will stand the accountability of carrying all the stakeholders together to agree on common visions, competencies, and teaching-learning approaches. Additional, they will grow a platform for recurrent communication of the plan expansion, tackle challenges, monitor and evaluate development in a see-through and wide-ranging way (Lozano, Ceulemans; Alonso-Almeida; Huisingh; Lozano; Waas; Lambrechts; Lukman; & Hugé, 2015; Liebhart, & Lorenzo, 2010). The solicitation of the framework will deliver welfares as part of a whole-institution tactic (that targets education, research, operations, administration, community relationships) informal education settings (e.g., Higher Education institutions, primary and secondary schools, educator training institutes), where the learning and training environments are allied to the sustainability vision, and where institutional variations are taking place to ease the sustainability change. Educational institutes frequently super from apathy, as established beliefs of how they should function, how teaching and learning should be accomplished, and what kind of relationships with the broader community they should pursue to grow; can be very influential and tenacious (Sterling, & Witham, 2008).

Numerous obstacles to the sustainability transformation of educational institutions have been identified (Wallace, 2002; Senge, 1991; Lozano, 2006).These are frequently related to the internal structure of the organisation, administrative, educational, research, and operations-related; including the type of Institution, private or public; and its philosophy. The last refers to issues with interdisciplinary, bureaucracy, competition, lack of collaboration and incentives to cooperate, overcrowded curriculum, and academic storage tower. In accumulation, outside factors, such as governance issues, inappropriate regulations, and lack or delays in implementation, outdid by lack of density from society, and low priority is given to the task may stop institutional integration of sustainability. For instance, agreements or programs not applied correctly, the absence of sustainability standards in quality assurance certification programs and ranking structures, and the overall lack of sustainability goals have also been recognised as weaknesses (Blanco-Portela, Benayas, Pertierra, & Lozano, 2017).

Absence of training and information, bad insights about sustainability, deficiency of leadership,

professed high charge, absence of interest, and struggle because of work overload among others have been shown to hinder growth with both the academic community and external stakeholders with the absence of capital (assigned budget and devoted personnel) making things even poorer. Practical educational organisations can transform these obstacles to chances for reshaping curricula and pedagogies geared to attaining the SDGs (Albareda-Tiana, Vidal-Raméntol, & Fernández-Morilla, 2018). For instance, problem-based and active teaching and learning practices; teachers as facilitators of knowledge; interdisciplinary collaboration; flexible management; certification for sustainability; professors and students acting as modification agents; alignment with internal and external community needs; engagement in dialogue; transparency of governance; policies on how to integrate sustainability in mission, vision and action plans were amongst the chances recognised (Blanco-Portela, Benayas, Pertierra, & Lozano, 2017).

In that way, the framework established here makes it easier for these chances to be recognised, and for whole organisation methods to be established and allied to sustainable development. Its solicitation can ease both the acknowledgement of the status of the SDGs and the suitable design of the curriculum as the means to attain them (Albareda-Tiana, Vidal-Raméntol, & Fernández-Morilla, 2018). The framework thus permits education to show a strong and dire role in capacity-building for sustainability, the procedure of empowering learners (society) to grow the capabilities wanted for sustainability to occur (UNESCO, 2019).

CONCLUSIONS

The link between education and sustainable development is strong. The theory of the future for sustainable development, may not receive or find the application development and widespread support, if people are not educated and do not receive adequate information. Implementation of strategies for sustainable development is a result of the development of educational curricula. More and more, today there are efforts to integrate sustainable development theory in education, not only theoretical concepts but also in practical applications. Sustainable development, search from the human society, in the entire world to change some our models living. Actually this is the most difficult point. And this is the reason why the vision of sustainable development must be constructed over the way of education.

To change means that you have understand your responsibility, to be responsible you must have knowledge, and to pretended that you have knowledge you must be educated. If you want to make changes start with children and youth people. Children and youth people are pupils or students, which the main part of the day spends in school, with professors, teachers, making little projects etc. There is the first place when everyone can take good theoretical knowledge and after that will understand the responsibility for every step in this planed. After that university education in sustainable development is very important.

We need to be able to translate information into knowledge, deal with complexity and uncertainties, we need to work effectively with others in very challenging environments at work and in our private life and we need to be good communicators in and between different cultural settings both at home and abroad.

Development and sustainable development is connected with education. We live at the same planet, and planet is like a big home which means that we live at the same home. So we divide problems. We are like a family, and as a big family we must contact with each other, meet, discuss, analyses and then find a common solution. All this is called “Communication” that also is part of education. And many times is needed to remember that environmental issues are not so easy to understand and to give solution. It goes on so in the entire world. First of all we must arrived some standards, and then pretend for quality. Education for sustainable development is one of the standards that all the country of the word must have it. After this youth people and younger generates start change the manners of live

Recommendations

- The theory of sustainable development should be integrated, more educational curricula at all educational levels.
- It should be treated not simply as a theoretical and conceptual analysis but as practical training.
- Integrate the principles of sustainability cannot be a special subject, but it must be integrated in all the sciences, such as biology, geography, sociology, etc.
- Interaction labor methodologies are assets that guarantee success.
- The identification of educational programs for sustainable education curricula in all states, in this way all will join this, regardless, the level of GDP, ethnic, social affiliation, national borders, geographic or physical barriers etc.
- More Funding for Education programs for sustainable development.

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