Role of education in implementing the sustainable development strategy

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Abstract. Our paper aims at assessing the role of education in implementing the strategy for sustainable development. We show how education might be used to promote the provisions set out by the United Nations Development Programme (UNDP) and the UNESCO Sustainable Development Goals (SDGs). We argue that sustainable education might help to give the young people necessary knowledge and skills that are required to understand what the SDGs represent and to take part in implementing the necessary changes and mitigating the climate change and the global warming as well-informed and concerned citizens. Understanding and embracing the concept of sustainability represents one of the main issues of the society and education plays a key role in that process. Thence, we think that the role of education is sustainable development strategy is crucial which requires additional support for education from the governments and private actors.

1 Introduction

It was the Agenda 21 that became the first international document to identify education as an essential instrument for sustainable development and to highlight areas of action for education [1]. Sustainability in education and training and sustainable development are interchangeable terms that describe the practice and teaching of sustainability [2]. A definition of "education and sustainable development" (ESD) is an interdisciplinary learning methodology covering integrated social, economic and environmental aspects of education as well as social and economic aspects [3]. This academic approach can help graduates to develop their knowledge, talents and experience to play a role in environmental development and become responsible members of society. They are not only aware of their responsibilities, but also gain a deeper understanding of how the world works and how their actions can contribute to sustainable development. We must equip them with the skills, knowledge and values they need to create a fairer and more sustainable world when they enter society.

Education and sustainable development should be a part of formal education in schools and it can articulate and describe what is needed to equip students for sustainable development [4]. It is also a matter of communicating the scientific and theoretical background to these questions. Education and sustainable development enable people to

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acquire the skills and knowledge necessary to build a sustainable future for themselves, their families and society.

In addition, education and sustainable development take into account key issues of sustainable development in the curriculum, such as health, education, health care, environmental protection, social justice, human rights and the environment [5]. Furthermore, education and sustainable development promote the knowledge, skills, understanding, values and measures needed to create a sustainable world, ensure environmental protection and protection, promote social justice and promote economic sustainability. This requires teaching and learning methods that motivate learners to change their behaviour and take measures for sustainable development.

The concept of education and sustainable development was developed largely from environmental education, which aims to develop people who care about their environment. Recognizing this change and the need to take action, the United Nations Development Programme (UNDP) and the UNESCO Sustainable Development Goals (SDGs) were launched in 2015 [6]. The decade that UNESCO has led is supported by the conviction that education is the way to shape the values, skills and knowledge needed to build a sustainable society. This was also reflected in the Paris Agreement that was adapted in the same year and paved the way towards mitigating the climate change [7].

The aim of education and sustainable development is to enable people to make the decisions and take the measures necessary to improve their quality of life without endangering the planet. In short, education and sustainable development enables individuals to contribute to the achievement of the Sustainable Development Goals (SDGs) defined by the United Nations (UN) by equipping them with the knowledge and skills they need to understand what the SDGs are and to participate as informed citizens in implementing the necessary changes [8]. By developing state-of-the-art knowledge, skills and skills in the fields of sustainable development, education and training, it is an essential contribution to the efforts to achieve the SDGs by enabling them to contribute to sustainable development by promoting social, economic and political change and by changing their own behaviour. It can provide the necessary skills to enable individuals to deal with the specific challenges facing the humanity and thus facilitate its achievement. In order to achieve sustainable development, environmental protection must be an integral part of the development process. Competence design refers to the ability to apply knowledge of sustainable development and to identify the problems of unsustainable development.

Moreover, sustainable development is considered a key component of achieving the Sustainable Development Goals and the Universal Declaration of Human Rights [9]. Eliminating poverty and reducing disparities in living standards in different parts of the world are key to achieving sustainable development and meeting the needs of a majority of people. Nations should work together to preserve, protect and restore the health and integrity of the Earth's ecosystems. In addition, nations work together to preserve, protect and restore the health, integrity and earth ecosystems for the benefit of all people, the environment and humanity as a whole. It is generally recognised that sustainable development is fundamentally about achieving a balance between the economy, society, people and the environment. Where the international community recognizes the reciprocal nature of human activities and the environment, developing countries must recognize their responsibility for the health and integrity of their environment, as well as for their own economic development [10].

Nevertheless, it is important to recognize that the definition of sustainable development can often controversial to some people, as it can be considered too vague and therefore prone to misinterpretation. It is also crucial to integrate sustainable development into the context of education. The development of a comprehensive understanding of the relationship between education and the health and integrity of our environment should be a top priority. People

around the world need to be educated about how to improve the quality of life without creating problems for the future or unfairly affecting other people's lives [11].

 All in all, we think education is an important tool for society to face and address the challenges of sustainable development. It may be a key element to teach people to respect the needs of the environment, but it is not the whole answer to the problem. If we are jointly responsible for the world's survival, lived sustainability should become part of what we teach the next generation. Thence, the role of education in implementing the sustainable development strategy is hard to underestimate. All players involved in this process should therefore concentrate on delivering sustainable education and informing the pupils and students on the pressing issues our society faces nowadays. It is not COVID-19 pandemic but the global and ongoing climate changes that pose the threats to the very existence of the human race and we all need to be aware of that.

2 Understanding the sustainability in the society

 One would probably agree that it is important to recognize that people in poor countries currently have more access to food, health care, education, and housing than in rich countries, and as countries move out of poverty, their citizens increase their individual consumption. This might be an issue of convergence – poorer countries tend to grow faster than the richer ones [12]. This goal is very important because the planet cannot sustain the increased demand for resources necessary to sustain a growing world population. Therefore, the development of sustainable development goals in developing countries, especially in the Middle East and North Africa, is also crucial to prevent environmental damage in the coming decades. However, SDG12 remains crucial for the long-term sustainability of the global economy and the environment. This idea has generated much resistance, because it poses a significant threat to the status quo, despite the great social, environmental, and economic opportunities [13]. It is important to note that this specific SDGs includes improving public health while at the same time providing adequate nutrition. Recent concepts of sustainable nutrition are important to promote ecological and economic stability while improving the quality of life. In the 1980s, a" sustainable diet "was proposed, combining dietary recommendations with a healthy environment for consumers (using different terms, perhaps), and revived in the 1990s. Sustainable nutrition protects biodiversity and ecosystems, while protecting and at the same time optimizing natural and human resources. Defining a sustainable diet is important, but more work is needed to understand what constitutes a "sustainable" diet [14].

 This is an important issue of environmental sustainability because we have no idea how our natural environment is able to sustainably support human life and development despite rapid population growth and climate change. This global concern has been expressed in the United Nations, the World Bank and the International Monetary Fund (IMF), as well as in other international organisations. Sustainability, as designed and defended by the experts from the international organization and think-tanks, refers to the preservation of the health, resilience and adaptability that sustain the planet in conditions in which life as a whole can thrive. Nowadays, sustainability is usually defined as a way for people to avoid the depletion of natural resources while maintaining an ecological balance that does not allow the quality of life in modern society to decline [15]. It is used in connection with the environmental and social problems that societies around the world are facing. In order to make this possible in the long term, the way in which modern society organises itself should be designed and maintained using best practices of sustainability, such as the use of natural resources and the preservation of the environment. This provides a framework for how a society can interact with an environment in a way that does not risk harming resources for the future. Looking at this approach, sustainable development is a development approach that uses resources in a way that allows the resources themselves to coexist.

This could have important implications for other important SDGs that have not been discussed above, such as reducing inequality. While this assessment is consistent with the "Common Socio-Economic Paths" scenario used in the context of the Intergovernmental Panel on Climate Change, it suggests that the United Nations projections presented by the sensitivities analysed are probably too narrow. This is because they will number between 1.5 and 3.2 billion people by 2050 and between 2.4 and 4.3 billion by 2100. Only based on a narrative of stagnant birth rates the population growth sustained this century. The first place shows the global scale of predictions given by the UN projections, and the first place shows an increase of 1.5 billion people by 2050 and 2.4 billion by 2100 [16].

3 Level of education and damage to the environment

Nowadays, one of the most important goals of the preschool and higher education alike is educating schoolchildren and students about climate change and sustainable development which can help them to shape and sustain future policy-making. Today's policy makers are supported by a broader public and international debate to take decisive action now. In the group of countries covered by the World Values Survey 2005-2008, a person is more likely to express concern for the environment if he or she has a secondary education than if he or she has a tertiary education [17]. The results of some studies show that those with secondary school qualifications preferred the environment when forced to choose between protecting them and boosting the economy. Similarly, a survey of respondents in the United States, Canada, Australia, and New Zealand showed that the percentage of people who did not think that people cared too much about the environment rose from 25% in less than - secondary - education to 46% among people with higher education and from 35% to 52% among people with higher education. Many studies have shown that poverty and lack of education correlate strongly and positively. In other words, the higher the level of education of a country's population and the lower the poverty rate of its citizens, the greater the environmental impact on the economy [18].

Another effect of inadequate education is that poor education often leads to an increased likelihood of unemployment and lower wages. Poverty, however, is one of the main causes of educational inequality in countries with low levels of education. Because poor families cannot send their children to school, these children suffer from significant educational inequalities. Fewer jobs can exacerbate economic hardship and poor health, which are common among people with less education. Public schools are poorly equipped with low property taxes, and these low-resource schools have difficulty in offering attractive teacher salaries and maintaining the building fabric properly. But the higher the level of education, the greater the damage to the economy and health. Poverty is one of the most common causes of poverty in the poorest countries of the world, with drought being the most closely linked threat. Lack of access to insurance and social protection means that people in poverty are often forced to use their already limited assets to cover disaster damage, which drives them further into poverty, according to the study. Poor people are more likely to live in vulnerable areas and less able to invest in risk-reduction measures such as health care and education. In the United States, for example, the country with the highest level of education is the most affected by drought, according to the study. People who start life with negative childhood experiences have greater illnesses and difficulties at school and at work, contributing to the link between socio-economic conditions, education and health. Instability in the home and community can have negative effects on economic security and stability of housing, which can also affect the physical and mental health of adults.

One important way to improve outcomes is to address the root causes that primarily expose children to stress, such as poverty, poverty, and lack of access to education and health care. Results from Canada and Germany suggest that childcare can improve the health and

well-being of children from low-income and disadvantaged families [19]. No sane person could conclude that we should continue to subsidise childcare from disadvantaged families. But if the primary consideration is the well-being of the next generation, these findings support universal child care. The results from Denmark and Canada reach similar conclusions regarding the negative effects of comprehensive childcare. Studies that have sought to assess the impact of high education on children's health and well-being have produced disturbing results in terms of childhood obesity, deteriorating educational skills, and higher rates of mental illness. This suggests that policies promoting high-quality programs to enable low-income single parents to work full-time could harm disadvantaged children. One of the best studies we have on the impact of Head Start on children's health and well-being, the Child Health and Development Study in the United States (2009), suggests that Head Start's youngest participants have been significantly harmed by the lack of access to quality child care in their communities [20]. This provides compelling evidence for those who fear that expanding early childhood education would do more harm than good to disadvantaged students. They often have less education and fewer resources to insulate themselves against the effects of stress, and they are spared health - which harms stress from prolonged social and economic hardship. Indeed, stress is reduced in countries with higher levels of education, such as the United States and Canada, according to the World Health Organization (2010). Economic hardship and other stressors can have cumulative health effects over time, making people more sensitive to other stressors. According to the World Health Organization, Americans with higher education live longer than their counterparts in countries with lower education levels and less education.

4 Supporting sustainable development

Supporting sustainable development becomes a must for private and public institutions. Financial support is also needed for rush-off times, which are normally associated with activities related to the built environment and infrastructure development. Sustainable, low-income, collaborative design based on the principle of maximizing available renewable resources often does not incur significant additional investment costs. Moreover, successful community activities often find that their ability to generate a sustainable source of income in return for investment can help maintain their current activities and even enable the development of new activities, as described in the Feasibility, Technology, and Operational Needs section. External assistance will help to generate the internal resources needed since 2000 to improve the living and working conditions of people, including the growing number of unemployed and income groups.

Improvements to the sustainable education should be based on the basis of decision-making - the capacity of the government, not only the capacity of local governments, but also at national and regional levels. As it enters a new phase and changes its strategy, the Global Task Force is building on the success of the Sustainable Development Goals (SDGs) over the past two years. The GTF acts as a catalyst for the development of a global strategy for sustainable development (SDSG) and the creation of an international governance framework. The creation of a Global Governance Framework for Sustainable Growth (GGGF) will bring together the major international networks (LRGs), thereby strengthening the capacity of local and national governments to act. These are closely linked to the achievements of the SDGs and in particular their contribution to the implementation of the SSDGs. LRGs focused on how to support the implementation of the 2030 Agenda through bottom-up action and provide a framework for local development policy. Despite the growing recognition that nuclear energy has a crucial role to play in achieving the United Nations Sustainable Development Goals, there is still a lack of awareness and understanding of the importance of local governance structures in contributing to sustainable development. The use of nuclear energy

has several sustainability benefits over available alternatives, such as the growing role of nuclear energy in the global economy and the fact that almost every major study outlines plausible pathways to sustainable energy. The competitive position of nuclear energy is robust and our research shows that the approach adopted in its sector is to pass on a number of benefits to future generations, while minimising environmental impacts and burdens. Moreover, it is clear that developing countries will be able to avoid potentially major negative consequences if they switch from their dependence on fossil fuels to their own renewable energy sources, such as biofuels. This is an important issue that should be addressed quickly by the developing and developed countries, which are at the forefront of global efforts to expand global production. In general, the ability to achieve the long-term sustainability benefits of switching from conventional fuels to biofuels would also be greatly improved by using nuclear energy as an alternative to conventional fuels and other renewable sources. This requires the involvement of all sectors of society, including government, the private sector and civil society, as well as the public sector. The Montreal Process provides its 12 member countries with internationally agreed and locally supported instruments to integrate these issues, such as the Montreal Plan, the Paris Agreement on Sustainable Urban Development, and the International Forest Agreement, which applies to forests. ICLEI is a global coalition of more than 1,000 civil society and private sector organisations committed to sustainable urban development. We shape policies and stimulate action to transform the urban environment worldwide, both locally and globally. Decentralised governance is practised in 12 member countries, including the United States, Canada, Australia, Brazil, China, France, Germany, India, Italy, Japan, Mexico, Peru, South Africa, Spain, Switzerland and Turkey. Today, many of the sectors addressed by the SDGs, such as education, health, education and health care, agriculture, social services and the environment, are increasingly covered. Sustainable development depends on decisions - on power and sufficient resources to include everyone's responsibilities. The growing responsibility of governments, especially in the areas of social and economic development, has the potential to ensure more inclusive and representative decision-making.

5 Conclusions and implications

Overall, one can see that education constitutes a key and a very important element of a sustainable development strategy and an essential part of the development process. In order to achieve inclusive and high-quality education, an inclusive quality of education in all its forms must be integrated into the education system. The world has changed with the global movement towards a fairer, more just and sustainable future for all.

For the first time, sustainable development has been enshrined as an international extension of national policy discussions. Sustainable development is a broad concept and has been a guiding principle of the United Nations Development Programme (UNDP) and the World Bank for some time. Our results demonstrate that there is a risk of further global environmental change, and that the lack of sustainable development goals such as the SDGs and MDGs will undermine these risks in the future.

While the objective of being a universal and indivisible link is aimed at implementation, the implementation goals are largely silent on the linkages and interdependencies between the goals, and the final goal is dedicated exclusively to means of implementation (i.e. the development of sustainable development goals/ As our analysis shows, the SDGs and related goals form a series of interconnected goals with a variety of interdependencies and interdependent goals. Understanding the interactions between these objectives is essential to make comprehensive progress towards these objectives and to ensure that progress towards one particular objective does not hamper the achievement of other objectives and vice versa. Human well-being is ultimately based on global natural resources and biodiversity, and the

sustainable use of these resources within ecological boundaries is embedded in the basis of sustainable development.

The sustainable development targets are a set of goals to be met by 2030 and cover a range of social, economic and environmental issues addressing key global challenges, including ending hunger and poverty, protecting life, water and land, promoting sustainable production and consumption, and ensuring prosperity by reducing inequality for all. We have to use all available tools to promote them and to embed them into the collective conscience. Doing this through sustainable education might be a very good and effective way how to achieve that objective.

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