

# Education for Sustainable Development (ESD)

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## Introduction

UNESCO's education sector answer to the planet's urgent and dramatic issues is Education for Sustainable Development (ESD). Human actions have affected the earth's ecosystems to the point where our very survival appears to be in jeopardy as changes become more difficult to undo every day. To prevent global warming from reaching catastrophic proportions, environmental, social, and economic issues must be addressed holistically. The ESD for 2030 education initiative of UNESCO strives to bring about the personal and societal transformations required to alter course. The notion of sustainable development was born out of a growing concern about human society's impact on the environment. The Brundtland Commission (officially the World Commission on Environment and Development) defined sustainable development in 1987 as "development that meets current demands without jeopardising future generations' ability to meet their own needs". This concept recognises that, while development is required to meet human needs and increase quality of life, it must be done without eroding the natural environment's capacity to meet current and future requirements. The sustainable development movement has grown and campaigned on the principle that sustainability safeguards both future generations' interests and the earth's ability to regenerate. It began by emphasising the environment in development plans, but has now expanded to include social justice and poverty alleviation as core concepts of sustainable development [1,2].

## Description

There are two common visualisations of how the various aspects of sustainable development interact: one is of three overlapping circles representing the three pillars of sustainable development - economy, society, and environment; the other is of three overlapping circles representing the three pillars of sustainable development - economy. The other depicts the economy as a part of society, which is in turn a part of the environment. The latter emphasises the importance of the environment in human society and, as a result, in the economy. Education for Sustainable Development is abbreviated as ESD. Climate change, biodiversity loss, resource depletion, and poverty growth is just a few of the issues that have arisen as a result of human development activities. ESD consists of learning and educational activities aimed at developing alternative values and transformative actions that lead to problem-solving and the realisation of a sustainable society by taking the initiative to accept the problems of modern society as our own and addressing the problems in our immediate environment (think globally, act locally) [3].

A good education is a necessary component in achieving a more sustainable world. This was emphasised at the United Nations World Summit in Johannesburg in 2002, where the reorientation of current education systems

was identified as a critical component of long-term development. Education for sustainable development (ESD) facilitates the development of the knowledge, skills, understanding, values, and activities necessary to build a world that is environmentally friendly, promotes social fairness, and is economically viable. Environmental education, which aimed to educate people's knowledge, skills, values, attitudes, and behaviours to care for their environment, influenced the development of ESD. ESD's goal is to empower individuals to make decisions and take activities that improve our quality of life without compromising our safety. ESD was first proposed by Japan at the 2002 World Summit on Sustainable Development, and UNESCO, the lead UN agency for ESD, has since been leading global efforts based on the global framework, the "UN Decade of Education for Sustainable Development (DESD)" (2005-2014), adopted at the 57th Session of the United Nations General Assembly in 2002, and the "Global Action Programme on Education for Sustainable Development (ESD) (GAP)" (2015-2020) [4,5].

## Conclusion

At the United Nations Sustainable Development Summit in 2015, the Sustainable Development Goals (SDGs) were accepted as goals for the whole international community, including developed countries. The Sustainable Development Goals (SDGs) are a set of 17 goals and 169 targets with a deadline to achieve them, with the goal of creating a society that "Leaves No One Behind." Goal 4: "Ensure inclusive and equitable development" includes ESD as Target 4.7, "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and culture's contribution to sustainable development." The successor to the United Nations Decade of ESD (2005-2014) and the Global Action Programme on ESD (2015-2019), "Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030)" was adopted at the 40th session of the UNESCO General Conference in November 2019, and acknowledged by the 74th session of the UN General Assembly in December 2019. ESD for 2030 aspires to increase ESD implementation and contribute to the achievement of all 17 SDGs, resulting in a more fair and sustainable world.

## References

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