

Education for Sustainable Development
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Lecture - 10
Education for Sustainable Development (Contd.)

Hello friends, welcome to this NPTEL course on ESD Education for Sustainable Development. In the last class, we have discussed about how sustainability and ESD and education for sustainability can bring quality can enhance the quality of life can bring peace in our lifestyle.

So, how through ESD global peace in the community can be achieved and how sustainability, global peace, citizenship behavior and global citizenship and how quality of life are interrelated. So, to continue this only so, again we will be discussing on some of the critical issues related to this.

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- SDGs reaffirmed the need to improve education and ensure all people are afforded a high standard of education.
- Education has two critical roles to play in supporting the implementation of the SDGs.
- First, education is addressed as a standalone goal in SDG 4 especially as a primary driver of human development.
- Second, education is also understood as a highly effective means of implementation across all of the Goals by serving as a vehicle to raise awareness, increase knowledge, and develop capacity of actors around the world to play active roles in the work of the 2030 Development Agenda.
- Improvements to the quality of education can catalyze the transformative learning needed for realizing a sustainable future for all.

This SDG that is SDG four. So, SDG all the SDGs reaffirmed that the need to improve education ensure is to ensure that the people are afforded the high standard of education. So, education high quality education, awareness, information, dissemination of information's all

these are you know crucial factors or you can say crucial factors to enhance the awareness about ESD.

Hence a ESD or education plays a vital role very critical role in supporting this implementation of SDGs. That is why ESD has been accepted has been approved has been advocated as the tool to achieve all these 17 SDGs. So, what are the critical roles that ESD is playing or education as such is playing? For example, for education is addressed as a standalone goal in SDG 4 especially as a primary driver to human development.

So, when we talk about SDG four that is quality education, equal accessibility, equal quality of education, equal access to of quality education for every learner even in the remote area, then global citizenship, then all kinds of that. Under SDG 4 also there are other targets like technical, vocational education, global citizenship and you know all kinds of the parameters all kind of the concepts which are related to very much to enhancing our quality of life, quality and developing a habit of sustainable consumption, sustainable production all kinds of things.

Hence as such SDG 4 elaborately clearly address this kind of quality of life and human development and it is considered as a primary driver. So, as and in addition to this in addition to this education is also understood as a highly effective means of implementation across all the goals because whether it is SDG 1 poverty, SDG 2 or zero hunger whatever it is the recent works recent works.

And then infrastructure, then smart cities, then climate change; that means, the clean water, then the life on land whatever may be the SDG its definitely related to human life and as such it is related to education and quality of education. So, education is such a tool to if to implement all these SDGs by serving as a vehicle to raise awareness ok.

It is a tool to raise the awareness increase the knowledge of the stakeholders and again the develop the capacity of the all the stakeholder, stakeholders around the world to play an active role in the work of 2030 Agenda. So, unless and until the people are aware of unless and until we create or generate an awareness among our public among our community people.

So, how can they be you know how can they be very much conscious about their habits, their lifestyles, their consumptions, their behavioral aspects etcetera. So, it is like means we have to put it, we have to induce it, we have to inculcate in the consciousness of the public, in the consciousness of our citizens. So that they think about it they think about it reflect upon it and practices on the day-to-day basis so that it becomes their habits.

So, developing the we in we say; that means, developing the habit is the you know inhabit is the second nature. So, developing the habit it needs lot of effort lot of conscious effort rather conscious support reflective thinking and then you know exposure also media exposure and dissemination of dissemination of information, then attending the workshops, intervention ok.

All kinds of that media, media exposure all the because when repeatedly we send this message or we try to that to communicate to our stakeholders then automatically they start thinking actively about this reflect on their own behavior and automatically consciously they make effort to adopt this.

So, education is such a tool to raise all kinds of awareness, increasing the knowledge being reflective on evaluating their own behavior their practices, their lifestyle, etcetera so that they so that the work; that means, they play as a major actors major stakeholder means; that means, active citizen to achieve this 2030 Agenda.

So, improvements in the quality of education can also catalyze the transformative learning needed to realize the sustainable future. So, here that means, as we have already discussed that this ESD bringing this ESD sustainability is a paradigm shift. So, in order to achieve SDGs we need the paradigm shift in our mindset, in our attitude, in our thought process, in our cognition.

That is why and it when this transform; that means, unless and until any transformative learning any paradigm shift takes place it is very difficult to achieve these things. So, it is it requires the paradise transformative learning; transformative learning that is it has request complete transformation 360 degree transformation from its present status to the future status, which will be sustainable.

So, improvement in quality education. So, it plays a very catalytic role in transforming the whole learning system, our education system which requires the strategies which requires the effective approach to realize the sustainable future for all. So, here from the pedagogical aspect now it requires transformative learning that is to change not only the mindset not only the thought process, not only the that means, put through in the conscious consciousness and consents of our citizens, but also to manifest in the behavior.

That means, once we have to inject it into the mindset into the thought process of our conscious consciousness of our citizens, so that they start thinking actively thinking upon it reflect upon it and then they realize it. They realize it and by realizing or by taking it seriously and consciously then that means, in the effective domain in the effective domain in the their emotional domain. So, then they will start realizing this and then they will behave accordingly.

So, this requires a complete transformation or transformative learning here hence for ESD and for achieving all the SDGs so, we that means, we have to change we have to change our pedagogy to into a transformative learning mode to bring that 360 degree transform transformation change into the mindset into the thought process, into the emotion and the action of the people.

Of course, it requires lot of time a long time. So, it cannot happen just only within a decade or 5 years or 7. So, but it may require generations a generation, but simultaneously consciously if you can make effort then yes, definitely we can achieve this.

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- The 17 SDGs serve as ***“a comprehensive, far-reaching and people-centred set of universal and transformative goals and targets”***¹ with the aim of achieving them globally by 2030.
- Quality education for sustainable development has the potential to support transformative learning and bring about fundamental change.
- In order to achieve this, countries must first consider how to develop plans and actions that will harness education as a powerful means of implementation, and ultimately reform education policy towards the advancement of sustainable development

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So, therefore, the 17 SDG serve as a comprehensive far reaching and people-centred set of universal and transformative goals and the target and the targets ok. So, that is why. So, these SDGs all the SDGs which have been explained elaborated by UNESCO, it is a you know its a concept note comprising a comprehensive and far reaching people centered set of universal and transformative goals.

So, all the 17 it SDGs it includes universal things which is applicable to all the citizen across the world. Transformative goals definitely, we want to bring the transformation complete transformation in our planet in our people among our people and in our economic system education system.

So, it is required all these SDGs 17 SDGs consist of the universal and transformative goals ok and with the target of achieving this by 2030, ok. So, here quality education for sustainable development has the potential to support this transformative learning and bring out the fundamental change.

So, in recently in 90 in 2020 we have this national policy, national education policy which have been which has been revised after a long time and it brings that kind of transformation tries to bring that kind of transformation in the in our schools education system both primary school education as well as the higher education.

And, how through the that means, to transform the whole syllabus then convert it to the pattern, the content, the training, the workshops, then all kinds of important points, vital points as per the requirement of the you know present centuries; that means, as per the requirement of skills and competencies or for the global jobs the global jobs and all kinds of the advancement, development process, scientific innovation etcetera. So, that is that and that assures that emphasizes on quality education.

So, quality education it includes not only revisiting our own education system, but also improving the ecosystem, educational ecosystem, then content, curricular, teacher training, then infrastructure then you know digital, again the digital platform also and all overall; that means, the overall development of all the aspects of yeah of all the aspects of key domains key domains like the stakeholders, like students teachers other stakeholders, then the ecosystem that is the school environment institutional environment etcetera.

Then the curriculum then the teacher training all kinds of similarly, the resources also financial resources. So, that will be used for all kinds of activities both online and offline and is this during this COVID-19 in pandemic situation we have also been you know we have been very efficient become very efficient in the digital platform also to run our education online and.

But, the thing is that yes from time to time we have to be reflective in identifying the gap areas or maybe that some side effects or the some kind of shortcomings that we are facing nowadays, how to improvise things, how to recover all these kinds of shortcomings and revise our things so that it can be very risk prove our risk proof and very much effective.

So, in order to achieve this, the countries must first consider how to develop the plans and actions. For that in order to implement this quality education and even the on our national education policy 2020 we have to design the blue print of action plans. We have to develop the action plans which will be feasible, which will be effective, which will be cost effective etcetera to harness the education as a powerful means of implementation.

And, ultimately reform the education policy towards the advancement of sustainable education. So, for that matter I am just proposing that you all of you can go through some the some of the very effective education system across the world like you know Finland it is the

its in the ranking in the global ranking in the education quality of education is the number within number 1 or 2. So, Finland is very good then you can say even in Finland and the Sweden and so Scandinavian countries and even.

So, we have to we have to evaluate what is what are the pattern education pattern systems in different countries maybe in Asian countries that is the Japan and Singapore what is their system of education, what is their pattern of education, what is their activities, how they have framed the curriculum and syllabus where that when; that means, where these kind of awareness sustainable development awareness how they have incorporated in activity in curriculum in content and in practice etcetera.

So, how they have incorporated these things we have to evaluate and we have to reflect upon. Earlier in every in our school system yes, environmental science, environmental education is a very has been a very important subject and it is a mandatory subject. But, but environment education being conscious of the environment is not just enough.

It also require the peoples development, it also requires the resource conservation, it also requires the financial growth. So, how these three driver called sustainability pyramid domain or approach can be adopted can be developed can be built in the system of education.

Because we analyze the education system, again it has the three main drivers. One is that people that is all the stakeholders, teachers, student and the guardians, parents everything. People all the people who were involved either directly or indirectly that is the people. Then planet is that ecosystem is the educational ecosystem, the ecosystem of education our country, school education, higher education, professional education, technical education all kinds of the ecosystem.

And what should be the quality of system, quality of content everything takes into account including our teachers training workshop education etcetera. Similarly, the another is the financial growth resource financial growth or resource or that means, the policy even at the policy education policy at the that the governance, policy all kinds of administration all kinds of things.

So, if there is a proper coherence between this policy education policy and governance and the people that is the teacher educate teachers students other stakeholders as well as the ecosystem environment in terms of infrastructure, in terms of digital tools ICT tools for education, learning, training workshop etcetera.

Then we can develop a holistic model of holistic model of sustainable education. So, our efforts should be how we can build a education system which is more sustainable in its approach, in its strategy. So, there will be a holistic development that whole school approach that whole institution approach can only give us this path and strategies to achieve all these 17 SDGs.

So, that is why education plays a very important role. So, how ESD will be blended can be blended within the system within the education system. So, if we will do isolatedly that ESD in this course that course unless until our system is very holistic and harmonious and compatible to adopt it. So, there will not be any integration and coordination or proper monitoring and evaluation.

So, we have to develop our system as a holistic system, whole school approach, whole institution approach, where all these three main drivers will be taken care of and there will be proper integration, coordination and all these all the inter driver conflicts like in between governance policy and the people.

So, all the then people and the planet that is ecosystem our ecosystem and the governance all these inter driver conflicts, dilemmas would be how would be sorted out would be solved would be resolved. So, then that at the end that can help us in achieving these goals of sustainable education, the goals of sustainable education and that is the when these three drivers will overlap with each other and the consensus the common core things. Then that can then we can that can ensure as quality education and there only ESD can be you know successful very much effective.

So, that is why we have to simultaneously we have to develop our education system which is which was to be very sustainable. So, how to built up a sustainable education system for our country and how and yes, definitely ESD will be there. ESD is just like the nervous system. But, in the whole; that means, the body system is that education system should also be

sustainable in terms its infrastructure, in terms of its content curriculum, awareness, information all kinds of things.

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- ESD can thus help address the fact that as countries achieve higher levels of education, they not only experience economic growth but also rapid increase in resource and energy usage
- It helps harmonize the tensions between economic, social and environmental development and integrate them into a single concept and pursuit.



So, the next thing is the ESD can thus help us addressing the facts as the countries they achieve higher levels of education they not only experience economic growth, but also rapid increase in the resources and energy uses. So, once education is a that means, education; that means, peoples in the countries; people in the countries are educated, so, ESD can address the countries in achieving this higher level of goals like you know like the challenges that we face starting from the climate change, global warming to the economic slowdown to the job creation to the skill and competency development to the you know outsourcing of knowledge then the renewable energy sources.

All kinds of all kinds of the resources all kinds of you know new avenues, new innovations also can be possible. So, it education so, ESD helps us to harmonize the tension between economic social environmental development and integrate them into a single concept and the pursuit.

Just now as we have discussed about the if we are our system is a sustainable when I we try to built up a sustainable education system definitely, we are we will be we are going to resolve these dilemmas, these conflicts, inter driver like economic and social, social and

environmental all these dilemmas tensions conflicts can be resolved with the strategic approach with the.

What should be like when these two drivers suppose economic and social there is a governance policy and the people the manpower suppose the HR resources is when there will be conflict then how to. If we have to identify in a matrix format that what are the clashes, what are the conflicts, what are the dilemmas in the matrix form like 1, 2, 3, 4, 5 like this.

Then we have to then addressing these thing, then we have to resolve the issues like what would be the possible solution for this. Then these solutions will be our educational goals, these solutions will be our targets under this thing. So, all the inter driver tensions and tensions and conflicts are to be resolved. So that, we can harmonize all the tensions to make a progress an equitable progress or equal progress in all the three domains in order to make our system more sustainable.

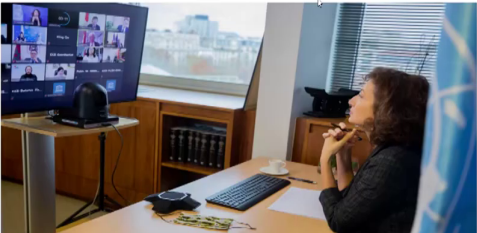
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"Quality education is about what and how people learn, its relevance to today's world and global challenges, and its influence on people's choices. Many now agree, quality education for sustainable development reinforces people's sense of responsibility as global citizens and better prepares them for the world they will inherit" (UNESCO 2014: 28).

UNESCO Director-General Audrey Azoulay charts a new strategic direction

<https://en.unesco.org/news/unesco-director-general-audrey-azoulay-charts-new-strategic-direction>

UNESCO Director-General, Audrey Azoulay, addressing the 210th session of the Executive Board, the very first to be held online in the history of UNESCO



So, therefore, the even nowadays also this UNESCO director general also has also addressed the addressed and advocated for some of the strategies. So, now if this is the first time like in the online mode, now this recently this is the online mode. So, as UNESCO officials director general they are conducting the and conducting the various kinds of workshops and the

conferences and webinars etcetera and emphasizing that quality education is about what and how people learn.

It is not about the know what, but it is now, but it is also about knowing know how is – how we are learning, why we are learning and where to apply our knowledge. So, not only to learn about what of education or what people learn, but about how the people learn.

So, its relevance in today's world at the global challenges and its influence on people's choices. So, many now I agree that quality education for sustainable development enforces people's sense of responsibility as the global citizens and better prepares them for the world they will inherit.

So, thus quality education that means, it is multi-dimensional in the niche in the sense that it not only empowers the people in acquiring the acquisition of knowledge with regard to a specific jobs, profession, etcetera. But they can better understand themselves that how they are learning how relevant it will be in their career, then the what would be its scope what are their own skills and competencies, how relevant it is in the present-day context.

So, why they are learning and how much value it adds to their life, their skill, how they learn the new skills and the competencies and what is the competition in the market. So, from time to time they have to do this SWOT analysis that is to reflect upon their own performance competencies etcetera and map their competency in terms of identifying their strengths, their weaknesses, their opportunities available and threats and threats are there opportunities and threats are there in the environments.

So, how these threats can be converted into our strengths. So, that is also that means, it is not about know what, but is know how, know why and where to apply it. So, UNESCO director general Audrey Azoulay also charts the new strategic direction for achieving this quality education in a specific way that is.

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- Education communicates the value of natural and indigenous heritage
- UNESCO's World in 2030 survey revealed that respondents across all regions see climate change and biodiversity loss as the top global challenge in the lead up to 2030
- According to Denise Alvarez, addressing the joint issues of climate change and biodiversity loss is intrinsically linked to the protection of indigenous cultures and knowledges, and cooperation with indigenous peoples.
- The translation of these values into effective public policy and holistic education programming, is key to repairing humanity's relationship with nature.

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So, education like for example, education communicates the value of natural and indigenous heritage. Here again UNESCO has also emphasized on protecting conserving our heritage. As because we are staying in a multicultural; that means, diverse context diversity in terms of geographical, in terms of language, in terms of ethnic, origin, in terms of climate everything.

So, we have to how we can protect our natural heritage and how indigenous heritage can also helps a lot in achieving this SDG. So, because natural heritage should be protected because it also and from the natural heritage or indigenous heritage how it how can we utilize these resources for achieving these SDGs.

So, UNESCOs in 2030s survey related to this kind of thing says that the climate change and biodiversity loss as the top global challenge that lead to the in 2030 Agenda. So, climate change and biodiversity loss that has been including our water, including our forest greenery or including our resources, including our space everything.

So, according to Denise Alvarez addressing the joint issues of climate change and biodiversity loss is intrinsically a link to protection of indigenous culture and knowledge. So, here comes protection of our indigenous culture, indigenous resources, indigenous knowledge.

So, here comes our traditional knowledge like for example, in the context of India our traditional knowledge, heritage and indigenous knowledge like the you know Ayurveda, then all kinds of then therapeutic practices like yoga or indigenous knowledge about herbs, the medicines, Ayurveda all kinds of and the cultural practices of you know herbal medicine all kinds of.

So, these kind of things this traditional knowledge and indigenous cultures should be protected and it should be enhanced with an cooperation with indigene in cooperation with the indigenous people like you know we have not only this knowledge, but also the art like in terms of different kinds of art, folk arts, music, then the handicrafts all kinds of things. So, these kind of cultural knowledge cultural resources has to be protected. So, translation of these values into effective public policy and the holistic education programming is the key to repairing the human relationship with nature.

So, now like for example, this government our government has also you know created a platform like in Indian knowledge system in Indian knowledge system, these kind of things efforts are being made to protect our traditional knowledge to recover it from its lost practices; that means, the consciousness how this how to protect, how to identify, how to preserve all our traditional knowledge, our cultural artifacts and our skills our things all these things.

So, in Indian knowledge system actually it this scheme this venture actually protects or tries to protect our cultural heritage and the skills and then and the knowledge traditional knowledge, learning; that means, the since our ancestors have started all kinds of things in the old, in the traditional, in the in our history in starting from the Vedic jog and Vedic yog.

And, to our ancestor; that means, to protect all kinds of this traditional knowledge and how this traditional knowledge can be used for our betterment in the present day and how it is not only to; you know not only to revive all these things, but also to make use of it in our lifestyle, in our day to day activities so that people not only people are becoming more aware of it, but not only you are preserving our heritage, but also making people aware of its benefits, its effectiveness and how to practice it.

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- Conservation of the environment implicitly linked to protection of indigenous rights
- It is vital that we protect our cultures; the guardians of the forest, and all this knowledge is in them; it is oral, it does not have a library. Exmpl. during COVID-19 some chiefs have died, and with them wisdom: knowledge of forest management and conservation, and all those [biodiverse] plants and animals.
- Hence, we must encourage the implementation of public policies for the preservation of the environment and indigenous peoples.
- Education for indigenous peoples-Guided by the new UNESCO Policy on Engaging with Indigenous Peoples, UNESCO is committed to promote lifelong learning for indigenous peoples and ensure their full inclusion in education.
- <https://en.unesco.org/themes/inclusion-in-education/indigenous>

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So, conservation therefore, conservation of the environment implicitly linked to the protection of these rights indigenous, right. So, depending on the location, depending on the culture tribal culture we have the different types of culture tribal culture, rural culture or other then north east culture.

So, conservation of an environment automatically takes into account the protection of these kind of indigenous rights. So, therefore, it is considered as a very vital to protect our culture because the cultures like the guardians of the forest and all the knowledge that is in the in our forestry in our the in the green and the our forest and that is the these are.

There are so many of so much of knowledge medicine all these things are there switch actually that is the, which actually helped us in helped us in in the physical treatment, in the education, in the even energy creation, even in developing the medicines indigenous medicine all kinds of thing.

So, the forest management and conservation and all those biodiverse plants and animals when these will be protected, preserved and conserved so, automatically it will help us in indigenous protection of the indigenous knowledge and heritage, ok. So, we now, therefore, we must encourage the implementation of the public policies for the preservation of environment and indigenous people.

So, therefore, our government must make effort that in order to make it in order to protect this, in order to preserve this, in order to you know that means, revise it for the public use so we have to so we have to make some public policy in the for. So, government should implements some of the public policies for implementation or protection of these kind of the indigenous resources among the people.

So, that is now UNESCO has also declared you know the there are across the globe it has declared some heritage sites heritage – UNESCO heritage sites, heritage locations, heritage monuments, heritage places so, across the world. So, similarly India we have the traditional things from the archaeological survey of India. So, many very old and very relevant our cultural artifacts, monuments are also being declared as the heritage sides.

That is an effort to protect the culture protect the culture and the indigenous culture, local culture, heritage and preserve it and then make use of it for the future generation for sustainable future. So, therefore, in education for indigenous people guided by the new UNESCO policy on engaging with the indigenous people that is UNESCO is committed to promote the lifelong learning for indigenous people and ensure that it should be there should be full inclusion in education.

So, we must like for example, in our Indian education system our cultural heritage, our knowledge, our practices, our traditional knowledge should be incorporated in our system so that all of us not only the present generation, but the future generation should also be aware of it and make use of it and practice it for the sustainable future. So, this is the you can say this is the website link UNESCO link also is also there. You can find out the details there also. Now, for the timing now we close it right now, stop it right now. In the next class we will continue with these discussions.

Thank you very much.