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ОБРАЗОВАНИЕ ДЛЯ УСТОЙЧИВОГО РАЗВИТИЯ: ГЛОБАЛЬНЫЙ И РЕГИОНАЛЬНЫЙ АСПЕКТЫ

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Цель работы – обосновать, что образование для устойчивого развития – это адаптирующая система, обеспечивающая механизм адаптации общества к устойчивому развитию путем формирования целостной личности («глобального гражданина»), способной воспринимать и реализовать идеи устойчивого развития.

Выбор стратегии устойчивого развития человеческой цивилизации в условиях современных вызовов предъявляет качественно новые требования к осмыслению места и роли образования для устойчивого развития в обществе. В центре идеи ESD находится человек, а объектом развития является общество.

В результате работы обосновано, что становление гражданина мира – это две неразрывно связанные между собой стороны единого процесса (системное взаимодействие национального и глобального) по принципу «мыслить глобально, действовать локально». Устойчивое развитие общества – непрерывное, поступательное развитие общества, в котором образование способствует увеличению возможности поддержания его целостности (устойчивости), влияя на духовные и нравственные приоритеты личности, интеллектуальную разделяемую реальность и культурное пространство социума, как на уровне отдельного государства, так и на глобальном уровне. Поэтому образование для устойчивого развития – это система, формирующая целостную личность («глобального гражданина»), способную воспринимать и реализовать идеи устойчивого развития.

Ключевые слова: устойчивое развитие, образование для устойчивого развития, глобальный гражданин, системное взаимодействие национального и глобального.

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EDUCATION FOR SUSTAINABLE DEVELOPMENT:
GLOBAL AND REGIONAL ASPECTS

Abstract

The purpose of the article is to justify the idea that education for sustainable development is a holistic and transformational system which adapts society to sustainable development through enabling people to become 'global citizens', able to accept and implement the ideas of sustainable development.

One of the most significant current discussions is the problem of choosing a strategy for sustainable development of human civilization. It involves application of new approaches to identifying the place and role of education within sustainability paradigm. Education for sustainable development empowers people to be 'global citizens'. 'A global citizen' is a member of an emerging world community, who is capable of acting at both local and global levels.

The authors conclude that developing people as global citizens is a complex process of system interactions of national and global aspects based on the principle 'think globally, act locally'.

Sustainable development of society is a progressive straightforward process enhancing the opportunity to maintain positive growth.

Education influences moral values of people as well as shared intellectual reality and socio-cultural environment, both at national and global levels.

Therefore, education for sustainable development is a system aimed at nurturing the integrated person ('global citizen') capable to perceive and implement ideas of sustainable development.

Keywords

Sustainable development, education for sustainable development, global citizen, system interaction of national and global aspects.

Introduction

The term 'sustainable development' (SD) was introduced in scientific literature in 1980s. It has been frequently used since the report *Our Common Future* released by the *World Commission on Environment and Development* in 1987 (commonly called *Brundtland Report*)[1] and *the United Nations Conference on Environment and Development (Earth Summit)* held in Rio de

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[1] UN Documents Gathering a body of global agreements. Report of the World Commission on Environment and Development: Our Common Future.

URL: http://www.un-documents.net/wced-ocf (Treatment date June 5, 2016).

Janeiro, Brazil (June 3–14, 1992) [2]. Sustainable development was defined by the *World Commission on Environment and Development* as 'development which combined the needs of the present without compromising the capacity of the future generations to satisfy its own needs'. In other words, sustainable development is a new model of human civilization development aimed at solving common social, economic, political, environmental, cultural, and demographic problems.

The multi-purposeful nature of sustainable development emphasized in a range of international documents [3] has led to establishing the new type of education called 'Education for Sustainable Development' (ESD).

Obviously, the main reason for introducing the concept of *Education for Sustainable Development* was to encourage changes in behaviour that will create a more sustainable future. It is aimed at providing interactions between the sustainable development of society, education, economy and environment.

As noted by Lampă *et al.* 'First of all, education for sustainable development, is a concept, based on principles of universality and life-long education; multidisciplinary approach; interaction between a teacher and students, training by means of experience and creativity' [1]. According to the documents of UNESCO and other international organizations, the main components of education for sustainable development include educational process (training); professional training, development of skills; system of values and moral education, etc. The original idea of ESD belongs to ecological education. At the same time, ESD demands the equivalent development of ecological, social and economic components and represents itself as a new, complex education system [2].

ESD is designed to promote knowledge about environment and its condition; to provide criteria, standards and recommendations for environmental protection and complex social, economic and environmental problems; to demonstrate the opportunities of economic development while preserving the environment; to establish environmental traditions and appropriate methods of managing them; to develop careful attitude to people, nature and cultural values.

ESD promotes acquisition of knowledge, skills, experience, self-development capacity, formation of integrated person, his/her ability to make complex decisions, prevention of social, economic and environmental issues, and improving the quality of life of present and future generations through sustainable development.

Literature review

While choosing a strategy for sustainable development of human civilization it is significant to identify the place and role of education for sustainable development in society. Recently, researchers have shown an increased interest in various aspects of education for sustainable development. A number of papers have focused on analysis and development of values of SD among young people [1–7].

ESD is considered as a holistic interdisciplinary learning strategy, based on values, critical thinking, cross-methodological approaches, and decision-making policies, which intends to assist young people in dealing with an increasingly changing and challenging world. Therefore, ESD challenges us to adopt new attitudes and practices which will help us tackle the future. As Lampă *et al.* pointed out 'Educational process should be such that even the weakest students will be edu-

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[2] UN Documents Gathering a body of global agreements. United Nations Conference on Environment and Development. Rio Declaration on Environment and Development. URL: http://www.un-documents.net/rio-dec.htm (Treatment date June 5, 2016).

[3] History of the UN Decade of Education for Sustainable Development. http://aries.mq.edu.au/UN-DESD/History/ (Treatment date June 5, 2016).

cated in a manner that their actions, present or future, pose no danger to society or even to themselves' [1].

Leeuw argues that ESD is crucial to enhance or change students' ways of thinking and acting in order to create a viable future for all [8].

Anghel A. G. *et al*. emphasized the idea that 'Education for sustainable development improves the capacity of individuals, groups, communities, organizations and countries to think and to act in the favor of sustainable development. It can generate a change in people's mentalities, potentiating their capacity to create a safer, healthier and more prosperous world, thus improving the quality of life' [9].

Education for sustainable development implies a critical approach of the social problems, an increased degree of their acknowledging and the power to explore and develop new concepts, visions and instruments [9].

Other authors [2] consider the need for building key competences required for sustainable development. Dumitrescu *et al*. reported the results of the *SUSTAIN* project aimed at children aged 5 to 12 years old. The authors concluded that 'education for sustainable development, inserted into the formal education system – at the various disciplines or as a distinct subject – can generate a change of mind-set, the competences needed to create a safer world, a healthy social environment' [2]. Moreover, series of ESD programs and lessons can constitute models of good practices, because they include significant, relevant learning experiences, focused on key competences, which subsequently may be atomized in various contexts: in educational institutions, in family, at work, in community; they facilitate the awareness of the complex problematic of a temporary world, especially in the environment problems, at global, regional, national and local levels [2].

Some authors consider ESD in the context of business and trade [10–12]. In this aspect ESD is defined as a targeted area of research to eradicate poverty from the emerging enterprise spirit. Sustainable educational process is a kind of development process that meets the needs of the present without compromising the ability, efficiency and values of the future generations to meet their own needs [13].

This process must depend on the strong updated curriculum, efficient teaching-learning process, productivity of faculty and quality of lectures, staff and students, research and development, consultancy and extension, students' support and progression, educational innovations, enhancement strategies, plans for institutional growth, feedback from stakeholders, innovations in an institutional development, management information system and information communication technology.

According to the literature reviews, several studies consider the role of universities in SD. Universities are beacons of hope, peace, new ideas and ideals, and exemplary discipline to those who function and enroll in them. They are centers that educate and train future generations of engineers, scientists, technologists, economists, and politicians who will bear the brunt of leading and directing this world of ours into the future [14].

Al-Rawahy [14] argues that literature and debate on SD has concentrated mainly on physical and tangible issues and assets: population growth, resource depletion, environmental impact, climate change, poverty, and illiteracy. While the list is not exhaustive, many pundits have failed to realize that the most pressing ingredient and the most scarce resource facing the sustainability concept is not in the physical components of society's endowment, but rather, the ethical and moral values – universities need to proactively and aggressively 'infuse' ethical and moral teachings.

Some authors suggest using decentralized and centralized approaches to integrating the principles of sustainable development into chemical, biological and engineering education [7, 15].

At the same time, due to growing problems connected with sustainable development, necessity of education for a sustainable development continues to raise [7].

The reviewed literature enables us to conclude that:

- ESD is being investigated from different perspectives. Therefore, the term embodies a multitude of concepts and yet it is a concept difficult to define precisely. A number of authors agree that global problems «cannot be solved at the same level of thinking we used when we created them» [3].

- The most important resource of the solution of global problems appears to be ethical and moral;

- ESD can change the mentality to create a safer, healthier and richer world.

Developing the citizen of the world is a systematic interaction of national and global aspects

The main ideas of ESD are development of a new type of citizenship and transformation of society.

It is necessary to emphasize that education for sustainable development involves the notion of 'a global citizen' capable of acting at both the local and global levels.

The ideological background of 'global citizenship' within the framework of education for sustainable development includes: understanding of belonging to the global and interconnected world; responsibility for own acts which can have consequences not only in local scale; necessity of participation in community's life at the local and global levels [13].

Considering the concept of 'a global citizen', we need to understand whether it is determined by political motives. It depends on what kind of meaning we put in this concept. Development is a systematic, selective process. It is not only aimed at mere acquisition of knowledge, skills, values, but at their improvement. The transition of society to sustainable development will lead to increased changes in an inner world of people and in their development. The more common ideas people share, the more opportunities can be open to everyone. This is dialectics of sustainable development of society.

A well-known moral philosopher and supporter of ideas based on 'Kant's cosmopolitanism' M. Nussbaum argues that 'moral society provides empathy for the general humanity, but not simple implementation of political programs' [16].

Personality development is the result of improvements in society, on the other hand, development of society is a consequence of improvements in individuals. This is one of the basic principles of sustainable development of society. According to this principle, improvement in a part is the condition of improvements in the whole. Educating the citizen of the world includes two inseparably linked processes (the dialectics of national and global interaction) based on the principle 'Think globally, act locally'.

However, the unification of ideals, norms, models of activity, and values can lead to monotony, moral devastation, and subsequently, to the death of mankind. The existence of mankind is possible only in the conditions of a variety.

The concept of sustainable development reveals a new moral problem for mankind which goes beyond the individual egocentrism and public utilitarianism. This problem deals with caring for future generations and environment [17, p. 55]. Modern education plays a vital role in creating the foundations for stability of social development

and achieving the goals of sustainable development.

The turn of education towards sustainability involves all levels of formal and informal education all over the world. The concept of sustainability encompasses not only environmental issues but also socio-economic and socio-political ones: poverty, health, food security, democracy, human rights and peace. Finally, the stability is 'a moral and ethical imperative at which there is an observance of cultural diversity and traditional knowledge' [16, p. XII].

Development of the methodology of transition of modern society to sustainable development is possible for people of different ideologies and political orientations. It is based on the following ethical principles: all forms of suppression, oppression of people have to be eliminated; the nature is the universal value and everyone has to keep it in its diversity, happiness and harmonious development of individuals depend on successful development of the society. The role of adaptable, creative, trustworthy people with high moral values is significant in sustainable development of the society. Transformation of moral values is a long and complex process. Global society is at the beginning of this way.

Sustainable development of society is a progressive process which enhances its stability and positive growth. Education influences moral priorities of 'an integrated person' as well as intellectual reality and culture of society, both at national and global levels. Therefore, ESD is a system of integrated personality development ('a global citizen') capable to perceive and implement the ideas of sustainable development. The concept 'national' refers to the reflection of universal in individual. 'Education begins with the 'small homeland' which is gradually expanded outside. It allows to keep educational integrity of the person, to overcome discontinuity of studied subjects' [17, p. 52].

Education for sustainable development is a holistic and transformational system which provides mechanisms of adaptation of the society to sustainable development and is aimed at nurturing 'the global citizen'.

Conclusions

Considering education systems, it should be noted that only education directed at understanding global processes and future forecasting can promote sustainable development and change people's lives. Consequently, we define *education for sustainable development* as a flexible system providing mechanisms of adaptation of society to sustainable development and nurturing 'the integrated person' ('the global citizen'), capable to perceive and implement ideas of sustainable development both at the local and global levels.

The process of internationalization and globalization of modern life and culture has led to creating new sets of personal, national and global values within the sustainability paradigm. One of the greatest contemporary challenges is the development of a sustainable educational strategy based on civilization, national and regional principles within the intercultural context. The strategy is supposed to include the most important global, national and regional problems.

In conclusion, it should be noted that education for sustainable development is aimed at developing knowledge, skills and values which enable people to take part in individual and collective decisions to improve the quality of life, both locally and globally, without damaging the planet for the future. Philosophers and educators are supposed to share collective responsibility for developing a future-facing outlook of further generations. We mean developing people as global citizens, who respect and value national culture as well as human and cultural diversity.

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