Education for Sustain Development
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Lecture - 35
Sustainable Education

Welcome viewers, welcome back to the course on ESD Education for Sustainable Development. So, today we will start a new topic that is on Sustainable Education.

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So, these are some of the clippings that you can see what do we mean by sustainable education that is it incorporates quality education, universal primary education, skill based education then all kinds of things. So, that as SDG 4 that is the quality education, SDG 4 exclusively deals with this quality education and just to uncover so many other aspects we are primarily focusing on sustainable education. So, let us discuss about what sustainable education means actually.

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So, United Nations has already advocated that the education should be a clear priority, education should be a clear priority and quality education and equal access to education by all the stakeholders by all the students across the globe that is the primary objective of not only SDG 4, but United Nations all as Sustainable Development Goals.

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So, now here we can see that higher education council Higher Education Sustainability Initiative that is the council that primarily highlights the role of higher education in building the better world for current and future generations.

So, the Higher Education Sustainable Initiative raises that the by started on 20th October 20. So, it is as a primary driver for sustainable development and for building the inclusive society on the first day of the Global Education Meet of 2020. So, when the meeting was conducted was held on 20th October 2020, the higher education sustainability service, initiative service council has been initiated for as a as the main driver, as a flagship driver for achieving Sustainable Development Goals and developing inclusive societies.

So, as you can see this is the higher education council sustainable university council.

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Now, it advocates for the for ensuring the quality education. So, as we can see from this so UNESCO of set also SDG 4 that is quality education. So, as we are discussing with sustainable education automatically the SDG 4 quality education comes into our discussion.

So, SDG 4 that is the goal 4 is the actually is the education related goal of the United Nations 2030 agenda which aims to provide that "ensure for ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all".

So, quality education along with the lifelong learning opportunities for all and it is the education in the 2030 framework of action plan is there. Again it has the 7 other outcome
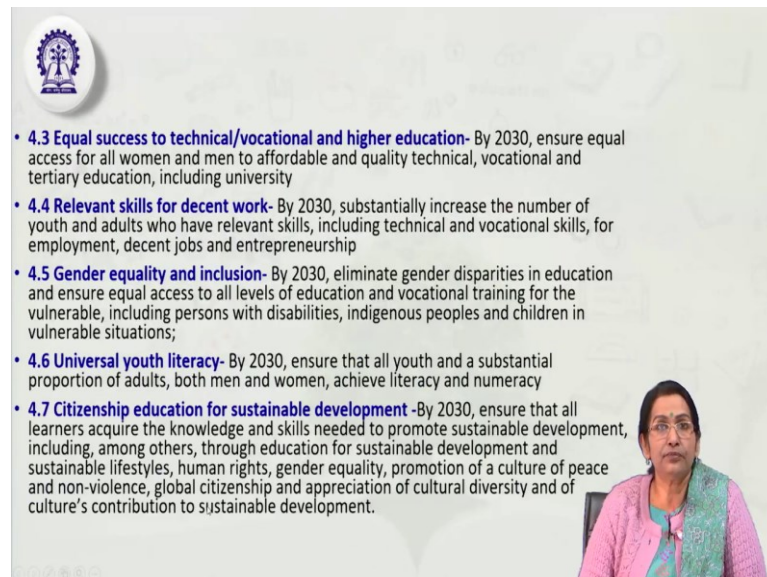
targets, under the SDG 4 these are the some of the others outcome targets first like 4.1 SDG 4 and 4.1 target is that universal primary and secondary education by 2030.

So, that we have to ensure that all the children both boys and girls and across the age groups they must get the access to equate, access to quality education, primary education, secondary education and also leading towards the effective learning outcomes with equally equitable access to learning materials to quality education. So, that is the target 4.1 that is universal primary secondary education.

Now, second is that early childhood development and universal pre-primary education early childhood development and universal pre-primary education by 2030, that is the target of 4.2.

Just to ensure that all the children, all the children respective of gender they have the access to quality early childhood education, that is pre-school education, early childhood education, care pre-primary education as all these things should be accessible to all the children across the globe by 2030. So, that is the 4.2 for early childhood development and universal pre-primary education.

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The next 4.3 that is equal access to technical vocational and higher education: again by 2030 we have to ensure that all our stakeholder all our men, women, youth, children they must have the affordable affordability and towards the quality, technical and vocational

education, tertiary education, including the university and higher education, university higher education.

So, the we have to ensure that equal access equal success and access to the technical and vocational at the higher education level. And across the across the across the generation across all ages of the stakeholders so, that is the 4.3.

So, again 4.4 is relevant skills for the decent work by 2030. So, now, in the now in the global workplace the many different types of diverse types of technical and vocational skills, competencies and employment skills are required which are to be which are to be learned by our youth, our children, our students. So, what are we have to identify what are the relevant skills that is required for the decent works available in this across the globe by 2030 and how to achieve this.

So, in terms of relevant skills for entrepreneurship for technical education for vocational education and for entrepreneurship skills and competencies and on all kinds of startup business all kinds of research and innovation activities. So, we have to identify all these relevant skills are important for getting the decent work in this globalized world and to achieve it or to train our manpower, to train our students youth and people to be competent be to be competent for you know for getting into these kind of achievement, descent jobs, global decent jobs by 2030.

Then 4.5 is the gender equality and inclusion: yes of course, now India being a diverse country having the different background, cultural background, regional differences, their linguistic differences etcetera we have the even we have the you know disparities also are there the social disparities are there. So, we have to ensure that the; that means, education should be accessible to quality education should be accessible to all children across the age group across the gender.

So, here we cannot say that gender equality especially boys and girls all of them they should get equal access to quality education, vocational training and there should not that means, we have to eliminate all kinds of gender disparities in education and equal access to quality education.

So, even in it also includes the persons with differential abilities, that is having some you know disadvantage of impoverishments or; that means, backward that means, staying in

the backward areas of remote areas or having some difficulties, physical difficulties, disabilities and differential abilities.

Sometimes also the indigenous people, local people children those who are residing the very rural remote areas of the vulnerable situations like coastal areas or some other kinds of remote areas, they should also get the equal access to quality education.

And we have to ensure that by 2030 our society will be an inclusive society which where every individual, every citizen, every child, every human being should get the access to quality education irrespective of race, ethnic background, location, geographical context then gender etcetera whatever may be the factor.

Then by 4.6, it advocates for the universal youth literacy by 2030. So, we have to ensure that all the youth and you know and substantial portion of the adult both men and women those who are not actually literate. So, we have to ensure that they achieve the literacy and numeracy up to the basic level up to the minimum level or basic level.

Similarly, 4.7 we have already discussed earlier, 4.7 is that citizenship education for sustainable development: it advocates for not only ESD education for sustainable development, but also global citizenship.

Global citizenship all the, but by 2030 we have to ensure that all the learners they must acquire knowledge and skills needed to promote the sustainable development, how they should behave like a global citizen, what are the roles and responsibilities of being a global citizen.
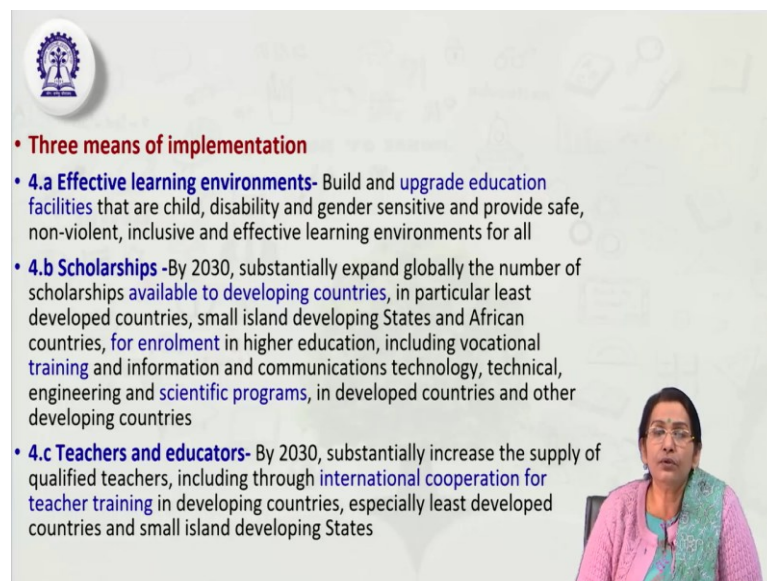
And how through education sustainable development can be achieved through adopting right kind of attitude and maintaining the human rights and gender equality, then adopting the sustainable lifestyle, sustainable consumption, sustainable production.

Then promote the culture of peace, non-violence and you know appreciation of the cultural diversity and of cultures contribution towards the sustainable development. So, here we have to ensure that not that all the citizens are being trained and educated as to play the role of global citizen, but they must also ensure to safeguard their cultural diversity, their indigenous cultures, their human rights, their equality, gender equality then their quality of life sustainable lifestyle.

We have to; that means, develop these kind of habit pattern among our citizens to you know to play the active role as a global citizen. And what are the responsibilities and roles and responsibilities and duties of global citizen? They must learn to behave learn to adopt those kind of skills competencies and the behaviors so that they can properly behave and like behave like a global citizens to achieve the sustainable development for India across the globe. But, primarily for India then after that across the globe by 2030 ok.

So, being the global citizen definitely we have the global roles to play, but at the same time we have to also safeguard our cultural diversity, indigenous practices, indigenous knowledge indigenous you know values and you know cultural practices that we have to also safeguard it. So, that is that means, by this not only we will be able to develop inclusive society culturally diverse society inclusive society, but also we will be able to develop a kind of sustainable society.

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So, here three means of implementation. So, how we are going to implement this SDG 4's basic; that means, basic aim that is for the achieving quality education and lifelong education and including its all its targets, all its 7 targets.

So, the three means of implementations are like for example, first is that to creating the effective learning environment. So, here as we all of us we know that in sustainability, sustainable development you know diagram that triangle the people, planet and

prosperity three are the basic things. So, here people, planet; planet here we can say the learning environment the learning ecosystem ok.

So, how can we ensure to develop a an effective learning environment and which build and upgrade the education facilities that are for the children, for the people with differential abilities, that disabilities for gender sensitive. Gender sensitive facilities would also be given to them, provided like you know girls provide safety then safety and non violence and inclusive and effective learning environments and equal access and opportunity for all the for both the for all gender category students for all.

So, in terms of creating a safe and healthy and conducive learning environment what are the basic infrastructures required, the facilities required then the values and the rules and regulations and policies to be adopted that we have to ensure.

So, effective learning environment or you can say teaching learning ecosystem or learning ecosystem that is first and foremost, that is one of the implementation target. Then second is that scholarships: scholarship by 2030 like for example, substantially expand the globally and number of scholarship available through the developing countries.

Usually, the developing countries where the children or the citizens are poor enough are poor not to and they are not they could not afford the higher education fees and the quality education, admission enrolment in reputed universities etcetera. So, for enrollment in higher education including vocational training, technical education, information in IT also, technical engineering, scientific programs also.

So, for them different kinds of scholarships to be introduced especially in developed even developing countries to give to encourage the students, to encourage the people encourage the citizens to excel in the studies and to go abroad or to get admission in reputed institutes for building their career and contributing towards the society. So, that is the scholarship as maximum scholarship available for the children from the developing countries students from the developing countries now.

The government has also you know initiated so many schemes Prime Minister Scholarship Scheme, so then Indo-German Indo; that means, in inter university like in

UK our MOUs with you know joint programs, academic programs, with universities from UK, universities from US, Australia.

So, these kind of the joint academic programs, research programs, scientific programs MSC, M.Tech programs that also promotes; that means, that motivates that promotes the facilities for motivating the children from the poor background, poor economic socioeconomic background. That is to you know to excel in studies, to make hard work and to excel this in studies and to get into this and get into the admission of this higher education in different institutions across the globe.

So, the third component is that; that is the teachers and educators. How the teachers and educators should be properly trained by 2030 so that means, we can create a resourceful manpower to train our to educate our citizens, to educate our children etcetera. Because the teachers, the educators, the trainers they are you know they are the mentors, you can say they are the mentor.

So, we have, we must have the enough of supply of the qualified teachers with right aptitude, with right training, with right you know right you know through introducing all kinds of international cooperation, for teacher training, online training both in developing countries and especially in the least developing developed countries and some poor countries etcetera.

So, how to you know how to create the large number of you know supply of qualified teachers, educators, and trainers. Trainers to educate our citizens, to educate our children, to educate our youth not only in the formal mode of education, but informal mode, non-formal mode technical and professional education as well.

So, these we can say these are the three pillars of the implementation, first is that effective ecosystem, second is that financial support to be provided in terms of scholarships scholarship and third is the teachers and educators who are going to be the mentors and facilitators for achieving these SDGs or the quality education for our next generation our current population.

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So, this is we can say this is the one page summary of ESD framework. So, how ESD should look like or should act should be a should be you know should be executed implemented that is the by 2030. So, ESD for 2030 framework look like this like for example, education for sustainable development towards achieving the SDGs, all the SDGs not just SDG 4, SDGs for 2030 ok.

So, ESD is the key tool. So, here we can say we can see that global action so vision is that you know Global Action Programmes that is been initiated 2015 to 19, an ESD for 2030 which starts from 20 to 30 again ok.

So, the here the vision is like ESD for 2030 aims to build the more and just and sustainable world ok, more just and sustainable world through strengthening the ESD, strengthening the ESD and contributing to the achievements of all the SDG Sustainable Development Goals.

So, ESD has to be strengthened in such a way that it acts as a unique key component, it acts as a parameter, it acts as a key component, key tool for enabling us for empowering our citizens to achieve all the SDGs for our country. Not only for our country across the globe.

So, ESD, the vision is that how ESD for 2030 aims to build more just and sustainable world, not only not just in South Asian context or in the one part of the world, but across

the globe contributing towards the achievement of all sustainable, 17 Sustainable Development Goals through you know empowering people, through you know enriching us through different kinds of knowledge, test skills, and competencies etcetera.

And empowering us and enabling us, enabling our country, our government, our state, our infrastructure, our administration, for achieving these 17 goals by 2030 that is the vision. Then what are the priority actions areas?

So, yes definitely then this as we have already discussed the learning environment is very important. So, here how to transform the learning environment? So, we have to build develop the learning environment which would be transforming in nature, transforming learning environment which can bring the complete transformation not only within our students, our children, our youth but in the outcome, learning outcome as well ok.

So, building the capacities of the educator, so educator from time to time through different training, orientation, intervention, workshops etcetera etcetera we have to enhance the capacities and capabilities of the educators so that the educational effectiveness and efficiency can be enhanced.

So, and again I am empowering and mobilizing the youth, yes definitely youth is the major source of you can say of man power, is the major human resource in our country. So, how to empower and mobilize the youth?

In order to you know mobilizing, in order to mobilize the youth with right kind of potentialities we have to train them, we have to motivate them, we have to educate them so that they will learn the new skills, competencies, etcetera etcetera and entrepreneurship skills, so that they feel they would be more empowered to exercise and to mobilize their resources.

So, empowering and mobilizing youth through different kinds of you know introducing different kinds of entrepreneurship training, startups, you know financial supports, then skill development programmes, competencies so and so.

So, empowering and mobilizing the youth and next fifth is accelerating the local level actions. Even at the local level not just in the regional and state level, but in the local level, panchayat level, village level. So, the local actions should also be accelerated.

Whatever they are engage in the types of jobs the works, the employment their the you know handicrafts or their local you know indigenous knowledge practices or the professional practices, they are engaged in we have to promote that also.

Accelerating in the local action level. So, like every in every region, every local area, every community, in every village there are some they are having some kind of you know traditional knowledge and skills and you know competencies etcetera we have to promote those things.

Because this is the that can become their source of their livelihood. So, these are the 5 major areas, the primary action research areas that is transforming the learning environment which can enable us to achieve the Sustainable Development Goals, building the capacities of the our educators, trainers, teachers etcetera. Empowering and mobilizing youth through different kinds of skill development programmes, competency development programmes, and accelerating the local level actions by promoting the indigenous knowledge, practices, and the skills.

Then at the same time then what should be the strategic objective? So, here definitely the strategic object becomes that how to promote the ESD as a key element for quality education, how to promote the ESD as a key element for education and it is it would be the key enabler of all the 17 SDGs with the special attention to individual transformation, social transformation and technological advancement.

So, here when we talk about the you know sustainable and just societies to develop an inclusive just and sustainable society means there will be the individual transformation, that individuals personality traits, attribute, skills, competencies, mindsets, abilities, efficiency, competencies everything would be completely 300 degree transformed.

So, that is we have to confirm the individual transformation, thereafter slowly towards the community transformation or social transformation. So, definitely in a community if all the individual human beings get transferred automatically the society the community will be transferred.

So, we have to gradually, slowly and smoothly move towards the individual transformation first, then social transformation and of course, we have to update our self

in the technological advances, because technology is again like education technology is also the key tool is an infrastructure we can say it plays a very vital role.

Especially in this period of pandemic you know technological and enhancement technological updating upgrading can and can only help us can only help us you know in all our daily transactions, business transaction, academic transactions all kinds of social socio-economic activities.

So, we have to also keep pace with the global technological advancement and we have to update it. So, these are three primary objective as we can see, one is the individual transformation, social transformation or the at the community level then technological advancement.

And the target groups are you can say target groups are all the stakeholders, both the direct and on the indirect stakeholders, but exclusively we can see policy makers and the we can say the policy makers, institutional leaders, learners, parents, educators, youths youth and community members communities so almost all the stakeholders are there. So, they are the target group.

But yes, we have to offer according to the need of the different target groups we have to customize all these thing, the training required for the teachers, the training required for the policy makers or the leaders or the learners and the youth. We have to customize it as per their age, their developmental stage, their requirement and their skills and their competencies. So, this is the you can say one page summary of you can say ESD framework. One page summary of ESD framework.
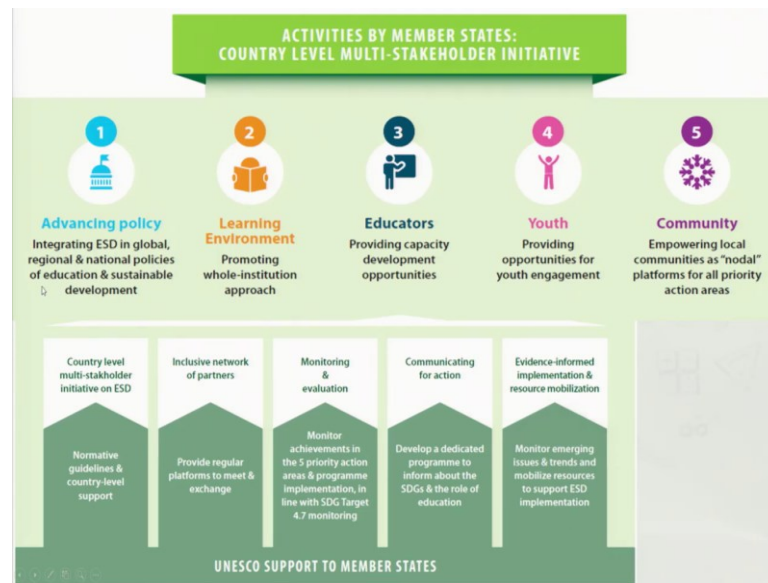
So, this is an again an activities by member states, country level multi stakeholder initiative again. So, these are the one page how to achieve the whatever the targets, and focus, and the action plans that we have designed, but how to achieve it.

So, it cannot be achieved, it is not achievable by only by government or state organizations or only by teachers or educational institution it is not, it is not possible by one category of audience or stakeholders. It has therefore, it has to; that means, it has to be operated for, it has to function with the multi stakeholder initiative.

The multi stakeholder initiative is that we have to develop a framework where all types of stakeholders, direct, indirect and different categories, different groups of stakeholders they participate they act they play active role, they participate, they interact and then develop and with this framework they interact and they together they achieve they would achieve the goal.

So, for example, first may be that we can say the first stakeholder will be the policy makers definitely first stakeholder is the policy makers because at the administration level planning commission level. So, they are the major stakeholders. So, integrating how integrating how to ESD can be integrated in the global, in the global regional national policy of education and sustainable development.

It has to be implemented from the top level, at the ministry level, at the government level that is all these policies of ESD, SDGs should be in you know should be included in the educational policies at the top level.

Then next is that create to create the learning environment. Learning environment that is we have already discussed that how to develop a conducive ecosystem for quality learning, for peaceful learning, for learning with you know with right kind of attitude, learning about peace education, non-violence all kinds of the global skills, citizenship behavior all kinds of.

So, promoting the learning environment that is ecosystem of the education and environment, but it can be achieved with a holistic approach, if we can focus on a whole at the overall holistic or harmonious growth and development of the whole environment so then only it is it will be possible.

It is not possible to achieve only through content, with good content and good quality teachers or good infrastructure no it is not possible. So, we have to promote the whole institution approach, the whole institution approach advocates that it has to we have to look into the each and every corner a to z of learning environment or academic environment.

That is starting from our infrastructures to teacher training to outreach programmes to community in engagement to you know to learners and to learners and teachers and individual needs access to quality education, learning outcome everything a to z.

So, that can only be achieved only be achieved by promoting the whole institution approach; that means, the holistic approach whole institution approach can only ensure us, can on only enable us to promote the learning environment as a whole. Then yes of course, third the 3rd category of stakeholder is the educators, educators they are you know they are the you know they are the knowledge givers, they are the facilitators, they are the mentors, they are the trainers.

So, providing the so for from time to time you have to also enhance their capacity. So, capacity building programmes, providing capacity development programmes, opportunities through different kinds of refresher courses into in orientation courses.

From time to time our educators and they would be given this kind of training, education and the opportunities for upgrading their skills, technological skills, sub grade skill.

And we updated up to the latest disciplinary knowledge or interdisciplinary research all kinds of thing. So, to invest on the educators in terms of their need assessment, development, training, education, upgradation of the skills and giving them the opportunity to perform and excel. So, that is 3rd category.

Then the 4h category you know of stakeholder is considered the youth. So, definitely youth is the is our major human resource or manpower. So, providing opportunities for youth engagement, it is not just enough to train them through different kinds of skills and competency development training programmes, but also to engage them in very positive and constructive activities.

So, how to engage them we have to give them the opportunities, we have to give them the kind of facilities, we have to give them the infrastructure. So, maybe we have to give them some kind of you either we have to create more jobs employment opportunities or we have to give them the financial help to start their own business.

So, nowadays it is again and the small and medium level entrepreneurships or small business ventures are also promoted are also encouraged so that the youth can they find out their own employment or engagement opportunities. So, self-employment opportunities. So, that is the youth is another the major category 4th major category of stakeholder.

Then of course, at last the next is the community; community as a whole the local community, the you know the regional community, state community so all the communities at every level. So, communities as a nodal platform for all the priorities of action areas when we want to introduce anything, be it the learning holistic learning, environment development of whole learning development with whole institution approach or educators or youth programmes or policy implementation everything. It is going to be again it is a, it is going to be implemented only at the community level.

That means community will be there and beneficiary of this. So, how to empower the local communities? Like we have the other nodal agencies in the community, local community who also actively participate in this process like our panchayat. Panchayats

are there, health units are there, then block development officer is there, then you know self-help groups who are working in the group, then the senior citizens who are the active members.

So, the local communities play as an active nodal agency platform to you know to interlink, to interact to you know to interact and get the and coordinate with all these kind of stakeholders; so, stakeholder so that with this multi stakeholder partnership or initiative.

Then the we can get the, we can ensure that yes our community is moving ahead towards the SDGs, our community is developing, community well-being welfare programmes are happening, events are happening and all our citizens are gradually becoming more and more; more and more sustainable citizens for the of the society.

So, here we can say at the country level the stake, again there can be these are the categories of the we can say the stakeholder, multi stakeholders, but here at the different levels also different levels also. Like country level multi stakeholder initiatives on ESD it can be related to normal routine guidelines, country level support etcetera.

Similarly, inclusive network partners, inclusive network partners they can provide the regular platform to meet, exchange like you know for the time to time meeting in between the health professionals, education professionals and then the community people or with the panchayats. So, regular meetings, regular you know workshops, regular you know awareness programmes so how to organize is they have to they have to include it in the network.

And monitoring and evaluation from time to time may be quarterly monitoring towards the you know towards the achievements in the top 5 priority actions that we have already discussed. By actions, what is the improvement progress being made? And then programme of implementation whether it is going in the right way or not whether it lies with the SDG targets of 4.7 or not that we have to evaluate it, monitor it from time to time.

Then communication for action, communicating action that is yes. So, after getting the feedback from timely evaluation then we have to develop a dedicated programme, that is to inform about the SDGs and the role of education. So, how far we have proceed? How,

what is the feedback? What is the current status? And how we should move ahead? What should be the pace and strategy for moving towards the SDGs as the deadline is 2030?

And in this context what would be the major role of the education, that from time to time we have to evaluate it and strategically revise it also. Then monitor emerging issues and trends and mobilize the resources to support ESD implementation. From time to time again evidence based informed implementation may be that some kind of you know emergency, some challenges are also coming off.

So, in that context how to update ourselves. So, evidence that is the informed implementation and resource mobilization. So, not only that whatever we are having the existing resources we have to mobilize it in the right direction to boost ESD to support ESD but at the same time we have to also face the face and mitigate the emerging challenges.

Like for example, suddenly all of a sudden like for example, this pandemic is it can be challenged, a disaster natural disaster can be a challenge. So, we have to develop our preparedness to face these kind of emerging challenges also from time to time.

So, this is the UNESCO, this has been supported by all the member states of UNESCO and this is the framework and it has given the guideline that how we can adopt this multi-stakeholder partnership model to move towards all our 17 SDGs by 2030 with ESD as a key tool, key weapon etcetera.

So, with the global target action plans, with the strategies or everything. So, this is the framework given by UNESCO and we can follow it. So, now I am completing it this lecture right now here only. So, in the next class we will continue.

Thank you.