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## Sustainable Thinking to Holistic Education

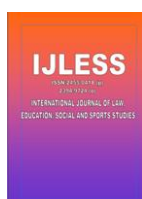
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### ABSTRACT

The United Nations' overriding paradigm is sustainable development. According to the Brundtland Commission Report 1987, "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" is what sustainable development means. The researcher focuses on two distinct facets of education in this Research Paperwork. the development that is both holistic and sustainable. The ideal place to start discussing development is with the interest of the educational leaders. In actuality, education is still everywhere in the Neolithic era.

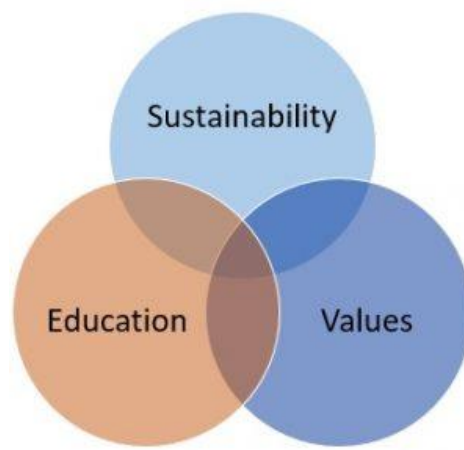
Being sustainable is a framework for envisioning a future where development and a higher standard of living are pursued while considering social, economic, and environmental factors. The economy, environment, and society are all interconnected. For instance, a thriving community depends on a healthy ecosystem to supply its members with food, clean air, and safe drinking water. The economy, environment, and society are all interconnected. For instance, a thriving community depends on a healthy ecosystem to supply its members with food, clean air, and safe drinking water. The sustainability paradigm is a significant departure from the prior economic development paradigm, which had detrimental effects on the environment and society. These repercussions were thought to be unavoidable and acceptable until recently. Then, we can inquire, what distinguishes sustainability from sustainable development? Many people consider sustainability to be a long-term objective. (i.e. a more sustainable world), while sustainable development refers to the many processes and pathways to achieve it (e.g. sustainable agriculture and forestry, sustainable production and consumption, good government, research and technology transfer, education and training, etc.). The main aim of Sustainable development is to enable every human being to acquire the knowledge, skills, attitudes, and values necessary to shape a sustainable future.

**Keywords:** Education, Economy, Environment, Forestry, Technology

## **Introduction**

The study highlights that to achieve sustainable growth through education, teachers, and students must critically examine their communities, pinpoint aspects of their lives that are not feasible, and investigate conflicts between opposing ideals and objectives. Partnerships between governments, academic and scientific institutions, educators, non-governmental organizations, local communities, and the media are necessary to address the problem of implementing education for sustainable development.

A central challenge of sustainable development is to provide material sufficiency for the human population while preserving the integrity of Earth's biosphere. Current modes of economic production and consumption accomplish neither of these ethical imperatives. Institutions of higher education must show leadership in the transition to sustainable ways of life. The Earth Charter is a people's declaration of ethical principles for securing a just, peaceful, humane, and sustainable future. The document can serve as a valuable resource for tertiary educators. The Earth Charter provides an inclusive definition of sustainability, emphasizing the interrelated concepts of ecological integrity; social and economic justice; and democracy, non-violence, and peace. It can help us resolve the tension between educating for sustainability while creating learning spaces for contestation and critical inquiry. The Earth Charter also valorizes the principle of intergenerational equity, challenging us to create human livelihoods that secure the continued full flourishing of all life for generations to come.



Questions like what kind of education is most valuable and how to use the environmental humanities as a mode of inquiry to better understand the important relationships between people, place, and sustainability arise as we confront sustainability challenges like climate change and biodiversity to answer these problems, unconventional methods of investigation are needed. An unconventional kind of research that fosters a sense of place is learning the histories of the places we live in. These tales describe how natural and human factors formed the region an important source of information about the relationship between humans and the earth is the history of place and how humans have changed it.

The study of location fosters curiosity for incorporating felt and experienced human experience into School and is founded on the United Nations' "Education for Sustainable Development" model, which was created to raise awareness and give people the tools they need to take charge of building a sustainable future. Through active engagement and a holistic approach to learning, students are encouraged to build their knowledge and understanding, enabling them to absorb concepts, facts, and meanings firsthand.

The following are some of the things that education for sustainable development encourages: holistic and interdisciplinary learning; strong values (SDGs); learner-centered instruction; critical

thinking and problem-solving; a variety of pedagogical approaches; pertinent and applicable learning experiences; and local and global views. Regardless of how this issue is resolved, there is no denying that societies' pro-quality attitudes have a significant influence on the development of innovative educational practices. Enhancement in the sphere of education is also necessary to comprehend the significance of making decisions based on quality and to recognize the value of ongoing improvement. Because of the size of the issue, entire societies must be involved to achieve this result.

This information creates a scenario where students can only become future members of society who take on the challenge of furthering the education system's innovation and ensuring sustainable development if holistic education is implemented in conjunction with educational innovation aimed at fostering a pro-quality attitude in them. Furthermore, this strategy supports UNESCO's contention that education for sustainable development is a "holistic approach to reshaping education to address sustainability challenges" rather than a single subject. Education is the key to achieving all of the global development goals, according to Education for Sustainable Development (ESD). It teaches people how to alter society and save the environment by making wise decisions and acting both individually and collectively. It gives people of all ages the information, abilities, values, and skills they need to address problems that affect the planet's and people's well-being, like biodiversity loss, climate change, resource overuse, and inequality.

### **Education for Sustainable Development promotes that is**

**Cognitive:** Enhancing our ability to reason and comprehend data.

**Socio-emotional:** Developing emotional intelligence, empathy, and social skills.

**Behavioural:** Promoting constructive and conducted ESD, which addresses what we learn, how we learn it, and the environment in which we learn it, is a potent tactic to change education. It is an essential component of a high-quality education and a process of lifelong learning. The implementation of the ESD for 2030 framework, to which nations pledged in Berlin in 2021, is the responsibility of UNESCO, the principal United Nations organization for ESD (see the roadmap and important publication below).

The following five areas are where government agencies, educators, and civil society actors are encouraged to get involved:

Policy advancement changing educational settings Increasing the abilities of teachers youth empowerment and mobilization. Increasing the pace of local-level activity to address sustainability challenges including climate change, biodiversity, disaster risk reduction, water, the oceans, sustainable urbanization, and sustainable lifestyles, UNESCO assists nations in creating and growing educational initiatives. Most significantly, ESD equips students to contribute to futures that are socially inclusive, economically viable, and environmentally sound by assisting them in understanding the intricate connections between those challenges.

ESD guidelines and standards are provided by UNESCO. Additionally, it keeps tabs on ESD statistics and progress on SDG Indicator 4.7.1, which gauges how successfully ESD and global citizenship education are incorporated into national curriculum, teacher preparation programs, student assessments, and education policy. One of the biggest risks to sustainable development is the climate change catastrophe, which calls for immediate global, national, and local action. Other concerns about food, health, biodiversity loss, and sustainable production and consumption are all associated with climate change. Since it enables people to comprehend important concerns, alter their attitudes and actions, and take action to slow down climate change, climate change education is an essential part of ESD.

The climate change crisis is one of the largest threats to sustainable development, necessitating urgent international, national, and local action. Climate change is linked to other issues about food, health, biodiversity loss, and sustainable production and consumption.

Climate change education is a crucial component of ESD because it helps people understand significant issues, modify their beliefs and behaviors, and take action to slow down climate change. The Secretariat is sponsored by UNESCO, and the Greening Education Partnership was introduced at the 2022 Summit on Transforming Education of the UN Secretary-General. It brings together Member States, IGOs, and other education stakeholders like civil society, youth, academia, and the commercial sector. How do ESD, climate change education, and greening education relate to each other? There are similarities and differences between ESD, climate change education, and greening education. SDG target 4.7 includes education for sustainable development as a key component.

It is a comprehensive approach to education that equips students of all ages with the information, abilities, values, and agency necessary to make wise choices and behave responsibly to preserve the environment, advance equitable and just economic growth, and advance societies. A significant component of education for sustainable development is climate change education, which has to do with how climate change and its effects are taught in various educational settings. Beyond merely educating about climate change, the idea of "greening education" suggests a more comprehensive approach that takes into account the learning environment, teacher development, communities, and other factors. Greening education is an all-encompassing strategy that gives students the information, abilities, and mindsets they need to effectively mitigate, adapt to, and build resilience to climate change.

Young people are demanding a more comprehensive approach to climate change education in light of the increasing awareness of the complexity and urgency of the climate problem in all facets of society. To address this, the Greening Education Partnership takes a whole-of-institution strategy. What actions may nations take?

Create a national ESD initiative. According to ESD, education must become more relevant and of higher quality to better prepare students for the challenges of the global community. UNESCO urges Member States to create ESD for 2030 country initiatives to mainstream education for sustainable development to further this. Additionally, nations are urged to join the ESD-NET worldwide network, a community of practice that shares and learns from the best data and information available. Boost climate education. Additionally, nations are urged to embrace the green school quality standard and the Greening curriculum guidelines, as well as join the Greening Education Partnership, which is founded on ESD and offers a comprehensive strategy for climate readiness.

The UN Framework Convention on Climate Change, the Paris Agreement, and the related Action for Climate Empowerment agenda all acknowledge the significance of education and training in addressing climate change and urge governments to inform, empower, and involve all key stakeholders and groups in climate-related policies and initiatives.

### **Track developments**

SDG Target 4.7 and the recently adopted Recommendation on Education for Peace, Human Rights, and Sustainable Development both heavily rely on ESD. Countries are encouraged to keep an eye on how the recommendation is being implemented and help bolster the body of research supporting ESD.

How do I Participate?

Every single person can safeguard the world every day in a variety of ways. Examine the available resources. The ESD for 2030 toolbox was created by UNESCO to offer a growing collection of materials and instruments that assist nations, groups, and individuals in creating educational initiatives for

sustainable development. Participate in the Greening Education Partnership to support the global greening education movement. Adopt the Greening curriculum guidelines and the new green school quality standard in your educational institution.

### **Participate in the most recent campaigns**

Additionally, UNESCO backs advocacy initiatives like the Trash Hack campaign, which urged communities, schools, and individuals to cut back on waste. Additionally, check out UNESCO's Green Citizens programs, which comprise more than 150 regional projects from 65 nations. Participate in the Greening Education Partnership to support the global greening education movement. Adopt the Greening curriculum guidelines and the new green school quality standard in your educational institution. Participate in the most recent campaigns. Additionally, UNESCO backs advocacy initiatives like the Trash Hack campaign, which urged communities, schools, and individuals to cut back on waste. Additionally, check out UNESCO's Green Citizens programs, which comprise more than 150 regional projects from 65 nations. Participate in the Greening Education Partnership to support the global greening education movement. Adopt the Greening curriculum guidelines and the new Green school quality standard in your educational institution. We, as participants from governments, international, intergovernmental, and non-governmental organizations, civil society, youth, academia, business, and all areas of teaching and learning, who gathered virtually from May 17–19, 2021, for the World Conference on Education for Sustainable Development, organized by UNESCO in collaboration with the German Federal Ministry of Education and Research, and with the German Commission for UNESCO serving as an advisory partner, adopt this statement. We firmly believe that immediate action is required to address the world's pressing interconnected problems, including the climate crisis, the mass loss of biodiversity, pollution, pandemic diseases, extreme poverty and inequality, violent conflicts, and other environmental, social, and economic crises that threaten life as we know it. Given the urgency of these issues, which have been made worse by the COVID-19 pandemic, we think that a fundamental shift is necessary to put us on the path to sustainable development, which is predicated on more equitable, inclusive, compassionate, and peaceful interactions with nature and one another. To ensure that development trajectories are not solely focused on economic growth at the expense of the planet, but rather on the well-being of everyone within its borders, we are certain that education is a potent enabler of positive change in mindsets and worldviews. We also believe that education can support the integration of all aspects of sustainable development, of economy, society, and the environment. We are certain that Education for Sustainable Development (ESD), which is based on SDG 4.7 and serves as a catalyst for all 17 SDGs, is the cornerstone of the necessary change, giving everyone the information, abilities, values, and attitudes they need to become change agents for sustainable development. ESD helps students to advance their cognitive as well as non-cognitive abilities like critical thinking, problem-solving, teamwork, risk and complexity management, resilience building, systemic and creative thinking, and enabling them to act responsibly as citizens, thus achieving their right to high-quality education as outlined in SDG 4-Education 2030. ESD should, in our opinion, be founded on and support respect for the environment, human rights, democracy, the rule of law, non-discrimination, equity, and gender equality. Furthermore, it ought to foster international comprehension, cultural variety, a culture of nonviolence and peace, inclusivity, and responsible and engaged global citizenship. To mobilize action on ESD in the areas of policy, changing learning environments, educator capacity development, youth empowerment, and local-level action, we welcome the new "ESD for 2030" framework and its implementation roadmap as our guiding documents for the next ten years. Our dedication. Considering our requirements, capabilities, available resources, and national interests, we pledge to the following within our respective mandates and areas of responsibility:

- a. Maintain a comprehensive view of ESD that acknowledges the interconnectedness of all aspects of sustainable development, and make sure that ESD is a fundamental component of our educational systems at all levels, with environmental and climate action as a basic curricular component.
- b. To ensure that everyone has access to lifelong and life-wide learning opportunities for sustainable development, incorporate ESD into all educational and training levels, from early childhood to tertiary and adult education, including technical and vocational education and training (TVET), as well as into non-formal education and informal learning;
- c. Implement ESD with a joint emphasis on cognitive skills, social and emotional learning, and action competencies for the individual and societal dimensions of transformation, promoting individual behavioral change for sustainable development, equality, and respect for human rights as well as fundamentally structural and cultural changes at the systemic level of economies and societies, and also promoting the required political action to bring about these changes. Harness the power of ESD for the redesign of our societies, encouraging, among other things, access to scientific knowledge and data sharing to facilitate research, evidence-based policies, democratic decision-making, and the recognition of indigenous knowledge, to promote sustainable and transformative economies centered on respect for the well-being of people as well as for the planet, and to enhance resilience and preparedness for future global crises. Promote a whole-institution approach, recognizing that learners and the school community become meaningfully engaged as well as non-cognitive abilities like critical thinking, problem-solving, teamwork, risk and complexity management, resilience building, systemic and creative thinking, and enabling them to act responsibly as citizens, thus achieving their right to high-quality education as outlined in SDG 4- Education 2030. ESD should, in our opinion, be founded on and support respect for the environment, human rights, democracy, the rule of law, non-discrimination, equity, and gender equality. Furthermore, it ought to foster international comprehension, cultural variety, a culture of nonviolence and peace, inclusivity, and responsible and engaged global citizenship.
- d. The new "ESD for 2030" framework and its implementation roadmap are welcomed as our guiding documents for the next ten years to mobilize action on ESD in the areas of policy, school environment transformation, educator capacity building, youth empowerment, and local-level action. Our dedication
- e. Considering our requirements, capabilities, available resources, and national interests, we pledge to the following within our respective mandates and areas of responsibility. Considering our requirements, capabilities, available resources, and national interests,

We pledge to uphold the following within our respective mandates and areas of responsibility:

- a. Make sure that ESD is a cornerstone of our educational systems at every level, with environmental and climate action as a core curriculum component;
- b. Integrate ESD into all educational and training levels, from early childhood to tertiary and adult education, including technical and vocational education and training (TVET);
- c. Integrate ESD into non-formal education and informal learning to ensure that everyone has access to opportunities for lifelong and life-wide learning for sustainable development;
- d. Implement ESD with a joint emphasis on the cognitive, social, and emotional Individual and societal aspects of change, encouraging individual behavioral changes for sustainable development, equality, and respect for human rights, as well as fundamental structural and cultural changes at the systemic level of economies and societies, and encouraging the necessary political action to bring about these changes;

e. Using the power of ESD for the redesign of our societies, encouraging, among other things, access to scientific knowledge and data sharing to facilitate research, evidence-based policies, democratic decision-making, and the recognition of indigenous knowledge, to promote sustainable and transformative economies that are centered on respect for both human and environmental well-being, and to increase resilience and readiness for future global crises. Encourage a whole-institution approach, acknowledging that students and the school community become meaningfully involved in sustainable development through democratic participation when their institutions transform into living laboratories for active citizenship and participation, equity and gender equality, health, ties to nature and respect for the environment, energy efficiency and sustainable consumption, and where learning is experiential, action-oriented, localized, and culturally specific, enabling students to learn what they live and live what they learn. Recognize climate change as a priority area of ESD of particular importance to Small Island Developing States (SIDS), as they require special attention in terms of ESD implementation due to their increasing vulnerability to climate change and natural hazards. Also recognize the crucial role of teachers to promote ESD and invest in the capacity development of teachers & other education professionals at every level, as well as to guarantee a whole-of-sector approach to the required educational change. Leverage the potential of new, digital, and "green" technologies to make sure that their development, use, and access are safe, equitable, inclusive, and based on sustainability principles and critical thinking with a proper evaluation of the risks and benefits. It also encourages the use of open educational resources, open science, and reasonably priced eLearning facilities for ESD;

## **Conclusion**

According to Pavlova (2008), sustainability is a viewpoint that is founded on the most basic ethical, epistemological, and metaphysical characteristics that define a human person. For the shift to sustainable development to occur, each preschool teacher must adopt sustainability as "a frame of mind" (Bonnett, 2002). Education ought to be the most effective means of influencing kids' perspectives about the world and their role in it. In addition to cognitive methods of knowing, spiritual and intuitive knowledge influenced by cultural, environmental, and communal values should also be a part of meaningful learning. The goal of sustainability is to change the way preschool teachers think. According to Bateson (1991), this is a part of the universe where humans are responsible beings rather than alien observers. To re-orient moral consciousness, educators must adopt a hermeneutical approach and start investigating "the mythic, narrative resources of living traditions" (Schweiker, 2007, 438). Preschool instructors can gain a new identity via sustainable education, which will enable them to teach with a moral imperative and help both teachers and students become more ethically integrated into the natural environment. Children are capable of converting knowledge into constructive acts that will contribute to a sustainable future. As Huckle (2003) noted, to welcome new ideas, there should be a change from the emphasis on the past and modernity towards the future. Preschool instructors can gain a new identity via sustainable education, which will enable them to teach with a moral imperative and help both teachers and students become more ethically integrated into the natural environment.

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