HIGHER EDUCATION FOR SUSTAINABILITY: A GLOBAL PERSPECTIVE

Annappa Naik

Assistant Professor
Dept. of Economics, Government First Grade College, Bhatkal, Uttara Kannada District

ABSTRACT

The world is a family, and we are the occupants of every room in the house, with this education offering us the knowledge branches essential for humanity. The world is becoming increasingly interconnected, making it essential for educators to equip students to grasp global viewpoints and interact with individuals from various nations and cultures. This involves learning about challenges and issues that transcend national borders and understanding the interrelation of social structures—cultural, ecological, economic, political, and technical.

Keywords: Vision, Global, Education, Sustainable, Development.

INTRODUCTION: MEANING OFGLOBAL EDUCATION

Global education is an educational viewpoint rooted in the reality that contemporary individuals exist and interact in an ever more globalized environment, broadening their awareness and perspectives regarding the truths of a globalized existence and inspiring efforts for improved justice, equity, and Human Rights for all. Global education represents a comprehensive educational approach that focuses on enhancing learners' comprehension of various cultures, the histories and geographies of different nations and communities, as well as the current challenges encountered in numerous parts of the world. Specifically, it aims to assist students in grasping these concepts and the connections between various cultures.

Ultimately, it is a method of instruction and education that equips learners with the abilities, insights, and mindsets needed to grasp the functioning of the world and readies them for involvement in a connected community

Global education as a concept

- It refers to the guidance toward personal global accountability and collective global responsibility; the concept of a world citizen, which is rooted in justice and respect for human rights, fosters development into a critical and media-aware citizen equipped with the knowledge and skills to effectively engage as part of one's own community in a globalizing world.

- Fosters national and international engagement, intercultural dialogue, and education exchange; global education is a process that aids in understanding, embracing diverse cultures, and making informed choices that promote development.

- Aids in perceiving the earth as a being with limited resources, necessitating the understanding of how to conserve resources and distribute them justly, equitably, and equally.

- Enhances knowledge and abilities that assist us in comprehending the increasingly global economy and in shaping the rapidly evolving economy along with its social and cultural implications.

- Enhances initiative stemming from personal desire to contribute to a better world and from optimism about its achievement.

- Includes education on human rights, equivalence, media for peace, intercultural awareness, issues of progress and equity, and education for sustainable development.

Goals of Sustainable Development

- No Poverty

- Zero Hunger

- Life on Land

- Climate Action

- Life below Water

- Gender Equality

- Quality Education

- Reduced Inequalities

- Partnerships for the Goals

- Good Health and Well-Being

- Affordable and Clean Energy

- Sustainable Cities and Communities

- Decent Work and Economic Growth

- Industry, Innovation and Infrastructure

- Responsible Consumption and Production

- Peace, Justice and Strong Institutions

The goals of education for sustainable development

- To increase enthusiasm and motivation to be active, participating citizens, members of the work community, and members of the other places communities.

- To provide vocational abilities in different fields of vocational education, creating opportunities for making each branches of manufacturing more sustainable.

- To increase people's enthusiasm to notice changes taking place in the environment, society, human welfare, and to work out their causes and significances.

- To bring about changes in daily practises and to cause people to commit to a sustainable way of life

- To enhance the understanding of the connection between human welfare, Eco effectiveness of the economy, and protection of the environment

- To enhance the understanding of our cultural heritage, of different cultures, preconditions for trust between human population groups, and justice

- To provide dimension of the global citizenship in education; '4 Rs' (reduce, reuse, repair, recycle). Around a third of teachers feel that there are benefits for learners in following a curriculumin Education for Sustainable Development Global Citizenship.

The Importance Education for Sustainable Development

Education for Sustainable Development organizes people of all walks of life to plan for, cope with, and find solutions for issues that threaten the sustainability of our world. Understanding and speakingissues areaffecting to individual nations and communities. These issues come fromatmosphere, society and economy. The important potentials of the education for sustainable development Interdisciplinary and universal:

- Values-driven
- Multi-method
- Participatory decision-making
- Applicability Locally relevant
- Critical thinking and problem solving

Truths of Education for sustainable development

- Promotion and improvement of elementary education.
- Reorienting existing education programmes.
- Developing public understanding and awareness of sustainability.
- Trainingallzones of the workforce can contribute to local, regional and National sustainability.

Key competencies for sustainability

- Strategic competency
- Collaboration competency
- Critical thinking competency
- Self-awareness competency
- Normative competency
- Systems thinking proficiency
- Anticipatory competency
- Integrated in problem-solving competency

The international competencies for ESD

- Strategic competency
- Normative competency
- Anticipatory competency
- Self-awareness competency
- Collaboration competency
- Critical thinking competency

- Learning to transform the world

- Systems thinking competency

- To understand and evaluate multiple futures

- Integrated problem-solving competency: the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution that promotes sustainable development – integrating the above-mentioned competencies.

Modules of a teacher education curriculum with ESD

- Learning settings in, schools, colleges, non-formal educational institutionson Practical experiences with ESD methods and their critical replication.

- Basic concepts of sustainable development from local, national and international perspective ESD ideas from a local, national and international perspective.

- Disciplinary, interdisciplinary and trans disciplinary visions of key illustrations of sustainability challenges Project-oriented work on definite problems of local, national and global significance in cooperation with educational institutions and other partners Research-based analysis of ESD processes in diverse.

Decade perspectives of ESD 2005-2014

The basic vision of Education for Sustainable Development is a world where everyone has the opportunity to benefit from education and learn the morals, behaviour and routines required for a sustainable future and for optimistic societal transformation.

Aims of the Education Initiative were to

- Identify examples of global education.

- Identify best applies from other states and national leaders Collect state-wide feedback & conduct research about the barriers to enabling students to become globally educated.

- Develop endorsements for building a comprehensive state-wide strategy that prepares pupils for today's global market and community.

Stages of transformative knowledge to global education

- An analysis of the present world situation

- A vision of what alternatives to dominant models might look like

- A process of change towards responsible global citizenship

Development objectives on ESD

The UN Millennium Declaration, important meetings held inside the scope of the UN and other international associations (Doha, Monterrey, Johannesburg, & New York), progresses taking place within the EU, and global changes near more manageable international collaboration form the structure for global development in Finland, as well as for international cooperation. Together with other nations Finland is committed to adhering to the guiding Millennium principles, such as

- Freedom, egalitarianism, harmony, tolerance, esteem of nature and shared responsibility

- Peace, the primary significance of security and disarmament for the world community

- Development and eradication of poverty

- Protection of our common environment

- Human rights, equality and administrationmanagement

- Protection of the poorest among us

- Response to the special needs of the least developed countries

- Consolidation of the multilateral systems.

**The national goal of development**

- Include the global education viewpoint in major education, research, cultural, sport and youth policy lines and in societal policy lines.

- Strengthen the practical realisation of global education in early childhood education, at school, in vocationalinstitutions.

- Teacher education provisions in research and higher education

- support civic organisations and other civil society actors in their work as suppliers of global education

- strengthen partnership among the public management, business, the media, civic organisations and other civil society actors

- increase finance and other resources needed for the development, promotion and transmission of global education

- monitor systematically and evaluate analytically the effectiveness of global education in Finland by creating procedures for quality and impact assessment

Learning objectives for teachers to promote ESD

- Know about sustainable development and challenges.

- Act as a change agent within a process of organizational learning to advance the school towards sustainable development;

- identify local learning opportunities related to sustainable development and build cooperative relationships;

- Evaluate and assess learners' development of cross-cutting sustainability skills and specific sustainability-related learning results.

- Develop an integrative vision of the key issues and challenges taking into account social, ecological, economic and cultural dimensions from the perspective of the principles and ethics.

- Develop disciplinary, interdisciplinary and trans disciplinary perspectives on issues of global modification and their local expressions

- Understand the discourse on, and the exercise of ESD in the local, national and global context;

- Understand the techniques in which cultural diversity, gender equality, social justice, environmental protection and personal development are integral components of ESD and how they can be made a part of educational practices

- Practise an action-oriented transformative pedagogy that engages learners in participative, systemic, creative and innovative thinking and acting processes in the context of local communities and learners' daily lives

- Reflect on the experiments facing promotion of the concept of sustainable development and the importance of their arena of expertise for facilitating sustainable development and their own role in this practice;

- Reflect on the dynamics of formal, non-formal and informal learning for sustainable development, and apply this information in their own professional work;

Teaching and Learning Practices on Global Citizenship Education
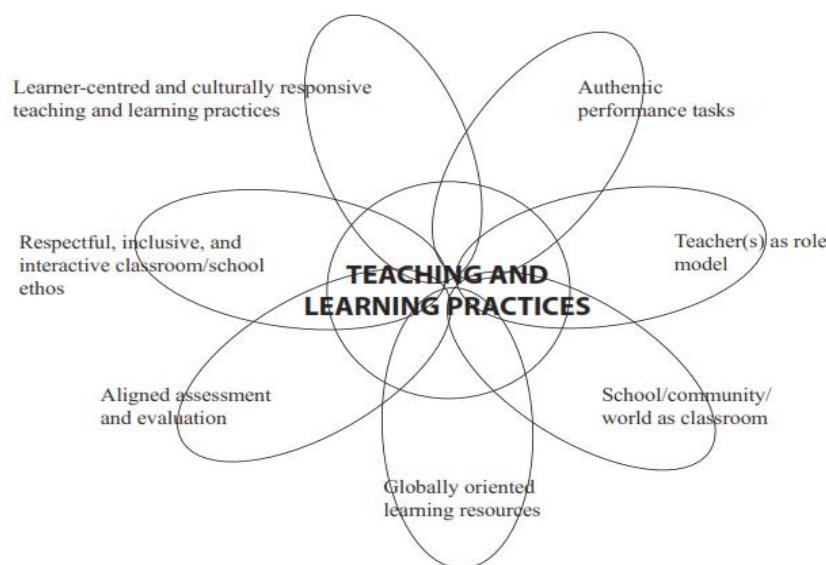
UNICCO's' Decade five basic strategies on teaching and learning process

- Alphabetization Decade, EFA, HIV/SIDA and Aims of the Millennium.

- To create reference centres' in different parts of the globe in order to promote conversation, search and intervention on education for a sustainable development.

- To establish strong ties with other UN's creativities and decades.

- To establish the principles for a big global alliance for sustainability, in governmental and non-governmental levels.

- To concretely start employed for the creation and monitoring of the work done by the Decade's National Directives.

- To establish communication and information strategies strongly based in new technologies and, especially the Internet.

Benefits to Teachers of ESD

1. Improved traits of learner subject knowledge and abilities that are included in national curriculum necessities.

2. Development of learners' values, including responsiveness and tolerance towards others that help learners to respect other people.

3. Variations in learners' behaviour – from improved recycling to conflict resolution and reduced vandalism.

4. Enhanced levels of learner accountability and involvement in activities such as recycling or decision making.

5. Learners' enhanced ability to consider debate and initiate issues, for example at the school council.

6. Access for all students to subjects and concepts that are relevant and current.

7. Raised self-esteem of pupils and enhancement of learners' critical thinking.

8. Changes to the school environment, such as school grounds development and preservation, and rebuilding programmes;

9. Cost savings, for example through better use of energy and paper.

10. Improvement in school-community relations and a better school ethos.

Dimensions for quality education on ESD by Nikel & Lowe

1. Effectiveness: the extent to which stated educational goals are met.

2. Efficiency: economic respects, such as percentage of outputs to inputs to maximize the use of resources.

3. Equity: issues of access to EFA people regardless of femininity, ethnicity, disability, sexual orientation, etc.

4. Responsiveness: meeting the essentials of the individual pupils in classroom interactions by taking into concern the uniqueness of the learner's capabilities.

5. Relevance: the helpfulness of education to the life of the student immediately; when the student comes of age; and to more distant future later in the student's life.

6. Reflexivity: the skill to adjust to change, especially quick change, which is important to charming with an uncertain future.

7. Sustainability: 'attentions on behaviour change and acceptance of accountabilities...in a process of goal-setting, decision-making, and evaluation'

The goal for period, 2015-18

Education for sustainable development, ESD should in the coming period become further combined and also connected and developed along with other outside its own operations, such as guardians, other actions in the municipality, but also nationally and internationally. This applies to the individual LKG/UKGs work with sustainability issues in terms of teaching and internal work but also includes the pre- and primary school organization as entire.

- Education and Skills should work with An Taisce, the National Transport Authority (in relative to the travel aspect), and the Atmosphere, Community and Local Government to support the addition of the 'Green Schools' programme into all schools.

- The possibility of spreading the green pre-schools pilot project and The Green-Schools curriculum continued to develop during the period under appraisal.

- The number of schools participating in the programme increased and the number of school recognized with the Green Flag also increased.

- The Global Citizenship cycle of the programme mainly the introduction of the Sea Environment theme, which is supported by the Department of Housing, Planning & Local Government. Also the programme has been sustained by the Communications, Climate Action & Environment via the Climate Action Programme.

- Green-Schools Travel continues to work with National Transport Authority (NTA) to encourage sustainable travel for the school trip.

- To date there has been no initiation on the pre-schools element with DIET

- The Green Estate programme continued to develop during the period.

Top 10 Ranking on Education

Overall U10 2018 Ranking			Resources Ranking			2018 First Quarter Rankings Top Education predictors		
Rank	**Country**	**Score**	**Rank**	**Country**	**Score**	**Rank**	**Country**	**Score**
1	United States	100.	1	Switzerland	100	1	South Korea	114
2	Switzerland	88.0	2	Sweden	99.3	2	Japan	111
3	United Kingdom	82.6	3	Singapore	97.2	3	Finland	85
4	Sweden	82.4	4	Denmark	97.1	4	Russia	80
5	Denmark	81.7	5	Canada	96.6	5	Estonia	76
6	Finland	79.7	6	United States	93.5	6	Israel	74
7	Netherlands	79.7	7	Norway	90.4	7	Hong Kong	70
8	Canada	79.6	8	Austria	89.9	8	China	64
9	Singapore	79.5	9	Finland	89.8	9	Netherlands	61
10	Australia	78.6	10	Saudi Arabia	89.6	10	Sweden	60

Source: UNESCO (2017).

Action Plan of 2018-20on ESD

Ensure inclusive and equitable quality Education and promote lifelong learning opportunities for all.

A. Cognitive learning objectives:

- The learner understands the important role of education and lifelong education opportunities for all as main drivers of sustainable development, for educating people's lives and in succeeding the SDGs.

- The student understands education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights.

- The pupil knows about inequality in access to and attainment of education, particularly among girls and boys and in rural areas, and about reasons for a lack of reasonable access to quality education and lifelong learning opportunities.

- The student understands the important role of culture in achieving sustainability.

- The student understands that education can help create a more sustainable, equitable and peaceful globe

B. **Socio-emotional learning objectives** :

- The student is able to raise awareness of the significance of quality education for all, a humanistic and holistic approach to education, ESD and related methods.

- The student is able through participatory methods to motivate and empower others to demand and use educational opportunities.

- The student is able to recognize the core value of education and to analyse and identify their own learning needs in their personal development.

- The learner is able to recognize the importance of their own abilities for improving their life, in particular for employment and entrepreneurship.

- The student is able to engage personally with ESD

C. **Behavioural learning objectives**

- The student is able to contribute to facilitating and effecting quality education for all, ESD and related methods at different stages.

- The student is able to promote gender impartiality in education.

- The student is able to openly demand and support the development of policies promoting free, unbiased and quality education for all, ESD and related methods as well as aiming at safe, accessible and inclusive educational amenities.

- The student is able to promote the empowerment of young people.

- The student is able to use all opportunities for their own education throughout their life, and to apply the attained knowledge in everyday conditions to promote sustainable development.

CONCLUSION

Education is potential to achieve sustainable development by causing individuals to gain knowledge, talent, confidence and ethics, values that they will be aware of all subject matter. Education for sustainable development progress and strengthens the capability of individuals, groups, communities, administrations and countries to make decisions and choices in goodwill of sustainable development. The aim of education for sustainable development is to make individuals think about not just the society they live in now but also the sustainability of the globe they live on. With this matter students and teacher should provide best of their knowledge to the world as they want to wish life with the help of all value and circumstances of life with society. Wold wants to become small family with the concept of Global education with sustainability with ought to best of their views as whole. .

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