СЕКЦІЯ 1. МЕТОДОЛОГІЯ ТА ІСТОРІЯ ПЕДАГОГІКИ

THE BASICS OF EDUCATION FOR SUSTAINABLE DEVELOPMENT

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У статті порушується питання базисних основ освіти для неперервного розвитку; досліджується ретроспективний аспект освіти для неперервного розвитку; аналізується джерельна база даних з означеної проблеми, розробленої ООН; описуються прогресивні кроки розбудови суспільств неперервного розвитку; розглядаються базисні ознаки освіти для неперервного розвитку, її цілі й робочі напрями, які слід опанувати.

Ключові слова: *освіта для неперервного розвитку, ознаки освіти для неперервного розвитку, цілі освіти для неперервного розвитку і робочі напрями.*

В статье рассматриваются основы образования для устойчивого развития; исследуется ретроспективный аспект образования в интересах устойчивого развития; анализируется база данных по проблеме, разработанной ООН; излагаются прогрессивные шаги создания более устойчивых обществ; также рассматриваются качества образования для устойчивого развития, его цели и рабочие направления, которые должны быть разработаны.

Ключевые слова: *образование для устойчивого развития, качества образования для устойчивого развития, цели образования в интересах устойчивого развития и рабочие направления.*

Grynyuk S.P. THE BASICS OF EDUCATION FOR SUSTAINABLE DEVELOPMENT
The article covers the basics of education for sustainable development. It investigates the retrospective aspect of education for sustainable development. It analyses the database on the problem elaborated by the UN. It outlines the steps towards the progress in establishing more sustainable societies. It also considers the qualities of education for sustainable development, its goals and working directions that are to be worked out.

Key words: *education for sustainable development, qualities of education for sustainable development, goals of education for sustainable development and working directions.*

The concept of sustainable development has become a meaningful breakthrough in the environmental theory since it postulates how society itself should be organized, suggesting particular environmental measures that are to be adopted and how they might be best implemented. To achieve sustainable development will mean in this light to cause individuals to gain knowledge, talent, attitude and values that they will be aware of as well as to develop and strengthen the capacity of individuals, groups, communities, organizations and countries in general to make choices in favor of sustainable development. This represents a new vision of education, a vision that helps people of all ages better understand the world in which they live, addressing the complexity and interconnectedness of problems such as poverty, wasteful consumption, environmental degradation, urban decay, population growth, health, conflict and the violation of human rights that threaten our future.

Analysis of recent research and publications. The concepts of sustainable development and sustainability have been discussed broadly in the literature. Usually, the origins of the debate about sustainable development are associated with the publication of ''Limits to Growth'' by the Club of Rome in 1972 and to the UN conference on the Human Environment, held in Stockholm in the same year, but the origin of the concept itself can be traced back 300 years when Hans Carl von Carlowitz published the first work about sustainable forestry (Saechsische Carlowitz-Gesellschaft, 2013), and to T.R. Malthus who noted the environmental limits to population growth. Some scholars recognize that due to its vague characteristics the concept of sustainable development allows several definitions and interpretations to co-exist. Conceptual analyses of the sustainable development concept look at its historical evolution (Mebratu, 1998; Fergus and Rowney 2005; Waas, 2011), as well as at differences in the perceptions, identifying an institutional, ideological, and academic version (Mebratu 1998). Scholars also talk about different models that vary in the number of ''pillars'' or dimensions of sustainable development (Baker 2006; Lozano 2008; Waas, 2011) − economic, social, and environmental,

in recent years it has become normal to add fourth and fifth pillars – institutional and cultural (Waas, 2011).

The purpose of the article. The article aims to cover the basics of education for sustainable development. It examines the retrospective aspect of the above-mentioned concept, analyses the database on the issue elaborated by the UN, and outlines the steps towards the progress in establishing more sustainable societies. It also considers the qualities of the education for sustainable development, its goals and working vectors (directions) in this domain.

The main material of the study. Sustainable development as a concept dates back to the 1970's. It firstly appeared as a scientific notion in the report called "Collective Future" published by the World Environment and Development Commission. It gave the key priority to the principle of increasing development in consideration with the environment. Then, in the run of the Brundtland Commission, the other approach in defining the concept was elaborated meaning the "ability to make development sustainable – to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own needs" [5].

Later on, to support the vision of sustainable development there was the largest meeting ever with a participation of 172 countries in 1992. The participants of the Rio Peak meeting approved of social and economic structures that were to be achieved in consideration with the environmental values and the principles of the sustainable development by means of globalization.

The fundamental results of that meeting came to light in the document "The Rio Declaration on Environment and Development" enlisting 18 principles of sustainability. They were the following [7]:

– People are entitled to a healthy and productive life in harmony with nature.

– Development today must not undermine the developmental and environmental needs of the present and future generations.

– Nations have the sovereign right to use their own resources, but without causing environmental damage beyond their borders.

– Nations should develop international laws to provide compensation for the damage resulted from the activities under their control which cause to areas beyond their borders.

– Nations are to use the precautionary approach to protect the environment. Where there are threats of serious or irreversible damage, scientific uncertainty should not be used to postpone cost-effective measures to prevent environmental degradation.

– In order to achieve sustainable development, environmental protection will constitute an integral part of the development process, and cannot be considered in isolation from it. Eradicating poverty and reducing disparities in living standards in different parts of the world are essential to achieve sustainable development and meet the needs of the majority of people.

– Nations should cooperate to conserve, protect and restore the health and integrity of the Earth's ecosystem. The developed countries acknowledge the responsibility that they bear in the international pursuit of sustainable development in view of the pressures their societies place on the global environment and of the technologies and financial resources they command.

– Nations should reduce and eliminate unsustainable patterns of production and consumption, and promote appropriate demographic policies. Environmental issues are best handled with the participation of all concerned citizens.

– Nations should facilitate and encourage public awareness and participation by making environmental information widely available.

– Nations should enact effective environmental laws, and develop national law regarding liability for the victims of pollution and other environmental damage. Where they have authority, nations should assess the environmental impact of proposed activities that are likely to have a significant adverse impact.

– Nations should cooperate to promote an open international economic system that will lead to economic growth and sustainable development in all countries. Environmental policies should not be used as an unjustifiable means for restricting international trade.

– The polluter should bear the cost of pollution.

– Nations have to warn one another about natural disasters or activities that may have harmful trans-boundary effects.

– Sustainable development requires better scientific understanding of the problems. Nations should share knowledge and innovative technologies to achieve the goal of sustainability.

– The full participation of women is essential to achieve sustainable development. The creativity, ideals and courage of youth and the knowledge of indigenous people are needed too. Nations should recognize and support the identity, culture and interests of indigenous people.

– Warfare is inherently destructive of sustainable development, and nations have to respect international laws protecting the en-

vironment in times of armed conflict, and have to cooperate in their further establishment.

– Peace, development and environmental protection are interdependent and indivisible.

To achieve the goal of supporting sustainable development, both nationwide surveys by governments and the international studies by political and social organizations were being carried out. As a result, the Council of European Union stated four main goals, placed in the document "The Agenda 21". The focus was on [1]:

1. Environmental protection. To protect the earth's capacity to support life in all its diversity; to respect the limits of the planet's natural resources and ensure a high level of protection and improvement of the quality of the environment; to prevent and reduce the environmental pollution; to promote sustainable consumption and production in order to break the link between economic growth and environmental degradation.

2. Social equity and cohesion. To promote a democratic, socially inclusive, cohesive, healthy, safe society with respect for primary rights and cultural diversity that creates equal opportunities and combats discrimination in all its forms.

3. Economic prosperity. To promote a prosperous, innovative, well-educated, competitive and eco-efficient economy that will provide with high living standards, full and high-quality employment practices throughout the European Union.

4. Meeting the international responsibilities. To encourage the adoption and preserving of the stability of democratic institutions across the world based on peace, security and freedom.

In regard to education, the idea of sustainable development first took place in the 36th section of the Agenda 21. The document placed a significant background for planning the education for sustainable development around the world. Later the UN expanded this chapter, making it more specific; and appointed UNESCO to be a responsible body for coordinating education for sustainable development within the UN organization.

Among numerous measures undertaken in this direction, some are worthwhile to be underlined since they established the key elements to the structure of education for sustainable development. They are the following:

1. The Millennium Declaration of 2000. This paper contained goals relating to the promotion of sustainable development, global partnership, equality and quality of education.

2. The UN World Summit on Sustainable Development (Johannesburg, 2002). It determined the program of action underlining the special role of education. It also determined education and training as influential factors in the promotion of sustainable development.

3. The years 2005–2014 have been declared as the Decade of Education for Sustainable Development by the United Nations. The goal was to stipulate sustainable development in the educational system of every country within the decade. The action intended to facilitate the role of sustainable development in regulations concerning education and integrate sustainable development in all education and in the operational culture of schools [3].

The structure of education for sustainable development includes such elements as: qualities of education for sustainable development, goals of education for sustainable development, and working vectors in this branch.

If to speak about important qualities of education for sustainable development, here must be mentioned the following [4]:

– interdisciplinary and holistic: learning for sustainable development embedded in the whole curriculum, not as a separate subject;

– values-driven: sharing the values and principles underpinning sustainable development;

– critical thinking and problem solving: leading to confidence in addressing the dilemmas and challenges of sustainable development;

– multi-method: word, art, drama, debate, experience, different pedagogies for modeling processes;

– participatory decision-making: learners participate in decisions on how they are to learn;

– applicability: learning experiences are integrated in day to day personal and professional life;

– locally relevant: addressing local as well as global issues, and using the language(s) which learners most commonly use.

The goals of education for sustainable development are:

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

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

3. To increase people's readiness to notice changes taking place in the environment, society, human welfare, and to work out their causes and consequences.

4. To bring about changes in daily practices and to cause people to commit to a sustainable way of life.

5. To increase readiness and motivation to be active, participating citizens, members of the work community, and members of the other communities.

6. To provide vocational skills in different fields of vocational education, creating opportunities for making each branch of industry more sustainable.

The major working vectors of the education for sustainable development are [9]:

1. Promotion and improvement of basic education. The quality of basic education must focus on imparting knowledge, skills, values and perspectives throughout a lifetime that will encourage and support citizens to lead sustainable lives.

2. Reorienting the existing education programs. Rethinking and revising education from nursery school through university to include more principles, knowledge, skills, perspectives and values related to sustainability in each of the three realms – social, environmental, and economic. This should be implemented in a holistic and interdisciplinary manner.

3. Developing public understanding and awareness of sustainability. The direction towards progress in establishing more sustainable societies lies in persuasion: citizenry is aware of the goals of sustainability and has the knowledge and the skills to contribute towards these goals. Informed population and knowledgeable consumers can help communities and governments to accomplish sustainability measures and move towards more sustainable societies.

4. Training. All sectors of the labor market can strengthen local, regional and national sustainability. The development of specialized training programs to ensure that all sectors of the workforce have the knowledge and skills necessary to complete their work in a sustainable manner have been identified as the critical components of education for sustainable development.

Conclusions and prospects for further researches of directions. To sum up, the discussed above problem remains urgent due to the dynamic changes that are taking place these days. Education for sustainable development has become a must for the societies and communities aiming at establishing economic prosperity, social equity and cohesion that will provide the citizenry with high-living standards and high-quality employment practices. Thus, countless surveys and measures taken in this direction only prove the strong necessity in developing the world tendency as well as in profound elaboration of new angles of the problem.

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