



REVIEW ARTICLE

MANAGING CHANGES IN EDUCATION FOR SUSTAINABLE DEVELOPMENT

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ABSTRACT

Sustainable development is a difficult concept to define, because it is a continually evolving, which makes it difficult to define. Sustainable development is development that meets the needs of the present without compromising the ability of future generation to meet their own needs (World Commission on Environment and Development, 1987, pg.43). Sustainable development has three major components: environment, society and economy. The wellbeing of these three areas is intentioned, but not separate e.g. a healthy, prosperous society relies on a healthy environment to provide food, and resources, safe drinking water, and clean air for its citizens. The sustainability paradigm rejects the contention that casualties in the environmental and social realms are inevitable and acceptable consequences of economic development. Thus, this paper considers: economic growth, social equity and environmental protection.

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INTRODUCTION

The foundation of any nation lies on its education system. An educated nation forms the apex of its development and societal upbringing. our country's education system is at risk ,because as currently constituted our education system cannot sufficiently provide quality and standards ,thus envisioning unsuitable education for development ,for instance problems like in efficient use of energy, lack of water conservation ,increased pollution in our environment abuses of human rights and overuse of personal transportation is the order of the day. A good education offers the foundation for building a stable, secure and prosperous society, by providing a knowledge economy which is driven by the people with relevant skills acquired through training. What is required in our country is an educational system that is tailor-made to suit our economic needs. A good education should be able to supply educated human capital to drive the economy but clearly ours fails short of this. This explains why our colleges and universities churn out graduates who can hardly meet the demands of the job markets. Utilitarianism is a cancer eating up our education. Emphasis on exams has seen schools and colleges resort to rote learning. Ultimately, this has led to massive erosion of educational practicability.

Hence our job markets are flooded with graduates with good grades but lacking in competence and technical know-how. The solution to this problem is to completely overhaul our curriculum. In order to manage changes in education for sustainable development our system of education should take serious consideration in the following components: environment, society and economy:

Economic growth

The study of economics has always emphasized the relative scarcity of resources, whether they are natural, capital or human, thereby placing constraints on what we can have and affecting the choices and decisions made by individuals or by society. Sustainable development encompasses the view that a healthy environment is essential to support a thriving economy. Therefore, decisions should be made taking into account both the present and future value of our resources in order to achieve continued economic development without a decline of the environment. For many nations, the ability of the economic to meet basic needs allows them to focus more on environmental issues. Historically, the general public is not willing to place a high priority on protecting the environment when there is concern about achieving a certain level of welfare or economic goals. For example, when the economy was doing well in the United States in the late 1980's, there was an increased awareness about environment.

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However, as economic conditions began to decline in the early 1990s, people became more concerned about their own well-being and less concerned with the environment. Likewise, this applied in Kenya in 1980's when the economy was a bit stable there was initiation by the governments to critically conserve environment by providing presidential committee which booked into afforestation. But when economy declined in 1990's, there was completely negligence of environment to an extent that every town in Kenya is full of garbage and polythene papers. One current global concern that has the potential to drive educational reform in many countries is economic security. Around the world, ministries of education and commerce are asking: what changes will prepare a workforce that will make my country economically viable in the changing economy of the new millennium?

One educational effort that can boost the economic potential of the entire nations is educating females. During the last decades, some national leaders have recognized that educating the entire workforce, both males and females is important for economic viability. One of the reasons why many experts perceive that little progress has been made regarding education for sustainable development since the Earth summit in 1992, is that few financial resources have been dedicated to reorienting education to address sustainability. Infect national and local governments have spent little on ESD beyond improving basic education. At the national level, financial resources must fund curriculum, administration and teacher education, whereas at the local level resources must finance curriculum development and other accompanying materials. Reorienting education to address sustainability will require new financial resources. One of the major problems with ESD is that current education must continue while the new curriculum is being designed and developed. the reality is that educators are so busy with the task at hand that is planning, daily teaching, evaluating progress and writing reports to an extent that they have little time or energy to research and create new curriculum. 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 of restricting international break.

Social equity

Public participation processes whereby stakeholders examine the needs and desires of a community and identify essential elements of basic and secondary education can be adapted and implemented in many types of communities. Seeking the opinions of parents and workers to shape the education of their children will be totally new idea in some cultures. Although community consultation and other forms of public participation can be effective tools, they should be introduced slowly and in accordance with local traditions and cultures where they have not been used previously. Education for sustainable development remains an enigma to many governments and schools. Governments, ministries of education, schools and educators have expressed a willingness to adopt ESD programmers, but there is no successful working models currently in existence without models to adapt and adopt, governments and schools must create a process to define what education for sustainability is with respect to the local context. Such a process is challenging, because it calls for a public participation in which it calls for a public participation in which all of the stakeholders in a community carefully

examine what they want their children to know, do, and value when they leave the formal education system. This means that the community must try to predict the environmental, economic and social conditions of the near and distant future. In order to bring about the major changes required by ESD, we need to nurture a climate of safety. Policy makers, administrators and teachers will need to make changes, experiment and take risks to accomplish new educational and sustainability goals. They need to have the authority and support of the educational community to change the status quo. Teachers must feel that the administration will support their efforts if parents vested interest groups in the community question or criticize their initiatives. We need to develop and implement policy to ensure administrators and educators at all levels have the right to introduce new or controversial topics and pedagogical methods.

Environmental protection

Perhaps the most difficult most difficult obstacle to address in implementing ESD is that of popularity. While many countries agreed that ESD is important, the themes of sustainability are not prevalent in popular cultures or governmental policies. For example one principle of sustainable development is that the rates of use of renewable resources should not exceed their rates of generation. Yet, many societies have developed or are developing a disposable culture. Disposable beverage containers, food wrappers, plates and eating utensils pass through our lives daily. We use them once and then discard them to be buried, burned or dumped in the water. This disposable culture is using such resources as trees, and fossils fuels more rapidly than they can be replaced.

In order to achieve sustainable development, environmental protection shall 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 the people. Environmental issues are best handled with the participation of all concerned citizens, nations shall facilitate and encourage public awareness and participation by making environmental information widely available. nations should enact effective environmental laws, and develop national law regarding ability for the victims of pollution and other environmental damage. Therefore, with authoritative strength, nations should assess the environmental impact of proposed activities that are likely to have significant adverse impact. Sustainable development requires better scientific understanding of the problems and share knowledge and innovative technologies in order to achieve the goal of sustainability. As such the polluter should in principle bear the cost of pollution. Nations should be able to warn one another of natural disasters or activities that may have harmful Tran's boundary impacts. Warfare is inherently destructive of suitable development in which nations should respect international laws protecting the environment in times of armed conflict, and should cooperate in their further establishment. Peace, development and environmental protection are interdependent and indivisible.

Conclusion

In summary, to successfully implements ESD, governments and schools world over must plan ahead and develop strategies

to address the three components to sustainable development namely: economic growth, environmental protection and social equity in order to be achieved by gradually changing the ways in which we develop and use technologies. These issues should be addressed at every level, especially the national level to ensure consistent implementation of ESD across the country. Purposeful deliberation and planning around these issues as well as other issues particular to each region will increase the likelihood of successfully implementing ESD programmes and reorienting curriculum to achieve sustainability.

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