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THEORETICAL FUNDAMENTS OF EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Education system is a background and a key instrument for achieving sustainable development at the same time. Therefore, it is necessary to consider the main periods of founding of the concepts of sustainable development (SD) and education for sustainable development (ESD) in chronological order.

The modern understanding of the concept of sustainable development is traditionally based on the 17 Sustainable Development Goals (SDGs) created by the UN in 2015. In particular, ESD is in Goal 4 of the SDGs. However, it was preceded by many scientific works and international reports. Sustainable development was a concept dating back to the 1970s and has long been within the environmental context. In 1992, Mitlin linked economic growth with sustainable development for the first time. The paper work of Tilbury (2002) showed that basic education depended on the ability of a nation to develop and achieve sustainability in general. In other words, it could be reached by the ability to be open to new opinions, new debates among educators, and discussions about SD and ESD. Because there is a risk of turning these two determines into a mindless and autocratic repetition of official definitions and restrictive standards by Wals, A., and Jickling B. (2000). Education for Sustainable Development was a vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the Earth's natural resources. Arjen E. J. Wals Geke Kieft (2003) highlighted aspects of learning that: improve the transition to sustainability, within future education; education of citizenship; fostering a culture of peace; gender equality, for protection and management of natural resources and respect for human rights; sanitary and population education; and education for sustainable consumption. Furthermore, in 2004, Dinda defined economic growth as necessary to eliminate environmental harm. Plus, Naredo raised the issue of the interpretation of terminology in the academic field due to excessive and inappropriate use. There was also established the term "education for sustainable development" in UNESCO documents of the UN, which was aimed at the dissemination and development of potential in the education system for the SDGs.

Gadotti (2008) saw that education for sustainable development essential continue to enhance with environmental education. It has brought a new perspective on human relationships with the environment. Sartori, Latronico, and Campos (2014) made this point of view wider. To be more specific, sustainable development was directly

related to the field in which it was applied: economic, social, environmental, etc. These fields depended on the interests and needs of different human groups. In 2016, a bibliometric study was conducted on the Web of Science and Scopus platforms from 1993 to 2015, where there was lack of publications on "education for sustainable development". But there was a popularization of sustainable development in interdisciplinary aspects of environmental sciences. The majority of the articles belonged to Social and Environmental Sciences. A high concentration of papers was published by a limited group of authors, of which a third of the authors were academics from Australia, related on topics about primary education.

In 2017, the important role of Higher Education Institutions (HEIs) in the development and dissemination of sustainable development ideas began to be taken into account. Thus, education, awareness raising, and behavior changes were among the key elements to reducing the environmental impact of high-growing population. For instance, in the Baltic countries' universities (BUP of Latvia, Lithuania, and Estonia) there were the principles of the sustainable development course based on the National Strategies on Sustainable Development of these countries, and data were collected and summarized every year. The most popular course was the course that provides knowledge about local ecology and sustainable development.

Klarin, T. (2018) believed that ESD contributed to improve the progress of science paradigms since the concept of sustainable development focused on the "balance between social, economic, and natural resources" at center of which was human capital. Sustainable development at universities was a continuous process of harmonizing interactions of internal stakeholders regarding the coordination of educational and research activities in social, environmental, and economic spheres.

El-Jardali F., et al. (2018) understood the need for a shift in focus from data collection and monitoring of SDG progress to proactively shaping better policies and actions in support of the SDGs. The authors encouraged for a change in the role of universities and start their cooperation with the governments. In addition, governments musted recognize the unique role of universities to overcome global challenges. Since universities were responsible for training and shaping the future leaders of sustainable development, they can provide students with the knowledge and skills necessary to solve them.

According to Webb, S., et al. (2019), sustainable development must be spread through the education system, including lifelong education. Such type of education has been identified as crucial for achieving sustainable development as determined in the SDG Agenda for 2030. It will provide an opportunity to more people consciously participate in making complex decisions for expand sustainability in world.

Moreover, modern business models of higher education institutions should be focused on informational and communicative support between stakeholders for the generation of new knowledge about sustainable development, and their

transformation into a valuable resource for the workable functioning of the world as determined by Davydov P. G., et al. (2021).

In summary, sustainable development for education (ESD) is the basis for the advance of sustainable wellbeing in the world. Thus, the science of sustainable development should be spread throughout the entire education system, including universities and lifelong learning. Universities (HEIs) are key in the implementation of ESD development, which must take on the unique role of sustainable development to improve the welfare of society. However, courses in educational institutions currently focus on sustainability, are usually not prioritized in educational strategies, and focus in particular on the social and environmental sciences.

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