Creating Conditions for Self-Education on Sustainable Development

Yevhen Matviishyn
Head of the Department of Economics
Lviv Regional Institute of the National Academy for Public Administration under the President of Ukraine

Viktoriia Luhova
Architect

The role of education in sustainable development has been discussed over the decades. The differences and similarities between development education (DE), environmental education (EE) and education for sustainable development (ESD) are being discussed [1]. For example, the opinion that ESD covers the “next generation aspect” is defended [2]. Active teaching methods on sustainable development and training programs that produce generation of sustainably minded people are being spread.

In 2014, UNESCO developed a framework of the key features of “learning cities”, at the centre of which there are six pillars or “building blocks” which support sustainable development and mobilize resources to: promote inclusive learning from basic to higher education, revitalize learning in families and communities, facilitate learning for and in the workplace, extend the use of modern learning technologies, enhance quality and excellence in learning, foster a culture of learning throughout life [3]. Pavlova M. argues that, at the conceptual level, an understanding of the nature of “green skills” (what they are) and the reasons for “green skills gaps” (why they exist) are essential for the processes of effective learning and strategy planning in sustainable development [4]. It is important to cover all people with education on sustainable development. Knowledge of sustainable development is necessary for everyone, since each individual (of different ages, occupations and social status) in one way or another affects the environment where he/she is and interacts with other persons. It is important to create conditions for self-education on sustainable development. After finishing school and vocational school or graduating from university a person does not always have the opportunity to continue to acquire knowledge on sustainable development within formal education. It is reasonable to use the opportunities of non-formal education.

Practical knowledge of a person and the appropriate level of ecological culture of each person are formed through his/her life experience, upbringing in the family, the influence of religious organizations, and the media. Different public organizations can be involved in creating conditions for self-education on sustainable development. There are examples of sound planning and organization of environmental education activities in Ukraine, in particular within certain territorial communities [5]. Nowadays
one can find various websites focused on self-expansion of knowledge about sustainable development. For example, they reveal the importance, consequences, and rules of reasonable waste management in a simple and accessible form [6]. It would make sense to develop social advertising, radio, and television programs focused on promoting the eco-lifestyle.

Special attention should be given to the self-education of public servants, since they, among other things, develop and implement the sustainable development policy. In Ukraine, within the Online Education for Sustainable Development Project, the United Nations Development Programme launched a training course entitled How to Proceed: For Civil Servants on Sustainable Development with the financial support of the German Government through Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) [7]. The course objective is to increase the capacity of public servants to analyze, formulate and implement the public policy of sustainable development of territories through establishing effective multilevel governance in Ukraine based on a partnership to achieve the Sustainable Development Objectives.

Generally, the creation of conditions for self-education on sustainable development should be vested to the authorities, public organizations, businesses, educational institutions, and other stakeholders.

References: