The Relationship between theContent of LifelongEducation for SustainableDevelopment and Needs ofthe Educational Environment

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Abstract

Of the manychallengesfacing aglobal societythe fundamental one is related to sustainable development. Parallel with this, there is a need for an adequate response to the challenges of sustainable development that can be recognized only in the timeliness and quality of education of new generations. Thus, teaching and learning becomes an imperative and what is recognizable in these requirements is the need to educate young people through the institutions of the system, organized by the school system at all levels. Aims, objectives and content of education for sustainable development should be compatible with the environmental, economic, political, educational, cultural and other needs (external aims of education), and demands of social reality, whilst innovative methods of education should be in line with education for sustainable development, as well as with the curriculum.

Key words: education policy, lifelong learning, sustainable development

Introduction

The concept of lifelong learning within which lies the concept of lifelong education, has emerged as a result of increasing demands for a greater amount of knowledge, because the existing knowledge became insufficient or outdated. It is based on a continuous approach to teaching and learning in terms of acquiring new knowledge which is needed in new social conditions, and new positions at work and in the society of knowledge, which implies participation in society. Considering and reviewing the given topic, along with the construct lifelong learning there is also an expression which implies permanent (continuous) education, which according to Pastuović, is not the same. Differences between lifelong learning and lifelong education is that "lifelong education refers to education throughout life (from birth to death) while continuous education (permanent) refers to education since the end of a degree of formal education (usually after compulsory education) until death, or until the end of their working life. While lifelong learning and education encompasses and coordinates the education and upbringing of children, adolescents and adults (according to the principle of vertical connectivity), the continuous education, on the other hand, adjusts only forms of formal, non-formal and informal adult learning (according to the principle of horizontal integration)". (Pastuović, 1999:53)

UN Decade of Education for Sustainable Development

The period 2005-2014 the United Nations through UNESCO have declared as Decade of Education for Sustainable Development, which aims to implement educational values, which are important for sustainable development, into all educational facilities and educational curriculum that will support changes in behavior and lead to a sustainable society. The very choice of UNESCO, as the implementer of this project, represents (along

with the Program on Climate Change for Sustainable Development and Program of Education for all) the key to sustainable development. In order for Decade to achieve its goals and satisfies its creators (UN and UNESCO), as well as society and community, it is necessary to create the curriculum so that it will integrate previous experiences of social and emotional (emotional, moral) context with the addition of willing (connotative) component.

For education policy-makers the most complex issue of the Decade is the question of how to design services and develop curriculum (curricula) that will be able to train young people for social development in the future, in the society of knowledge, in order to cope with many challenges, as well as problems carried by globalization processes.

Only the contents of education for sustainable development in the curricula that are on the trail of the unity of science and the teaching process can meet the needs of young people through formal education to acquire the necessary competencies for sustainable development. As the curriculum must align according to the Bologna Process, which means that three year, or four-year cycle is expected to provide students with the academic skills and professions according to the standards of the Bologna Declaration.

It is important to ensure the cooperation of the management of institutions providing educational services (education for sustainable development) and the educational environment as external educational objectives to the educational process and the content customized needs (development), the needs of local communities (regions) to the development needs of the community at the national level. In addition to teaching content in the curriculum, it is essential to provide high-quality services through the scientific research in institutions of higher education, including services for sustainable development to a greater number of young people qualified for sustainable development.

Curriculum content for Sustainable Development

Curriculum contentincludingeducationfor sustainable developmentwhich will be adopted byeducationalproductions(graduates of all educationallevels) andtransmititto end usersin theenvironment, needs toraisethe quality of lifeof future generations.

Educationalproduction coming from teachers' collegeshave a special responsibilitybecause they havethe most experiencewhen it comes toactivitiesthat arein line withlifelong learningfor sustainable development.

Changes are necessary. They shouldstart from thehighereducation systemforthe educationaloutputshavethe strongestinfluence on theinputs tosegments ofeducationalenvironment(economic, social, cultural, and environmental).

In order for graduates, especially those from teachingfaculties, to acquiremoreskills, throughfacilities forsustainable development, it is necessary toeducate theuniversityteachersthrough workshops andprojectswhich along withthegeneralcivicawarenessandstrengthening of thenecessary knowledge, skills, and capabilities(competencies) for each individual, it can be a guaranteefor successfulpreparationof futureeducatorsto teachyoung peopleof all educationallevelsfor sustainable development.So far,thissystemhas not been solved, and the teachers

aregenerallysatisfied withtheirknowledge in the fieldof ecology anddemocracy, which is definitely notenough.

Learning objectivesasinternalgoals of education representtrainingfor a specific typeof behavior.The aim is to meetuniversalhuman needswhich include, apart fromthe existential, social andself-actualization. Learning objectives, according to Gagne, serve as a selection oflearning content, provide the prerequisitesto learningandimplementthem, and conduct a review ofoutcomes. Components oflearning objectivesGagne(1988) identifiedas:

1. type of learned proficiency,
2. description ofthe situation in whicha learned behavior is performed,
3. objecton which thebehavioris applied,
4. description of the specificactivitiesthatstudentsuse in the executionof learned behavior,
5. Funds, restrictions and special conditionsgoverning thelearned behavior. (Gagne, et.al. 1988:23)

Learning objectivesfor sustainable development

In order forthe educationaloutputs (educational production) to acquire the necessarycompetencies(knowledge, abilities, skills, habits, values, attitudes, etc.) in formal education(institutions at all levels ofoccupation andlevel of education), and particularlyfor sustainable development, it is necessary for teachingfacilities,plans and programs(curriculum), to be adapted to the needsof the educationalenvironment(external educational objectives). Learned behaviors (competencies) acquired through internal learning objectives are divided into the areas of cognitive (strategy, intellectual skills and information), psychomotor (psychomotor skills) and affective behavior (attitudes, habits, values).

Learning objectivesin taxonomyobjectives (Bloom) are composed of moregroups of goals andare divided into:

1. **Cognitivegoals**(goalsrelated to knowledgeandthe development ofintellectualskills necessary forthe application of knowledge), (Bloom, 1970:35): knowledge, comprehension,application, analysis, synthesis and evaluation.
2. **Affectivegoals**(goals related to the values, attitudesand assessment) (Krathwohl et al1964:78): receiving,responding, valuing, organization values,characterization ofpeoplewithvalue system.
3. **Psychomotorobjectives** (motor skills). (Bloom, 1970:35)

Forourdiscussionit is importantthat wedefinesocial developmentand outof manyof itsdefinitions we optedfor the following: social development is the system of changes within theman and hisenvironmentthat leads tosatisfyinghis needs(not justexistential) whichinfluencethe qualityof his life. Thedevelopment of man isnot and should notbe limited toonlymeetits basicneeds;it includesmoreneeds,goals andothervalues such asthe need forrelationships with other people, the needfor arelationshipwith his owndevelopment(self-actualization). The higher need for achievement makes the qualityof lifeof each individualhigher.Quality of lifeof the individualas amember of societymakessocietymore developed.

The meaningof social developmentisto improveall aspects ofhuman life, meaning thatman shouldsatisfy theuniversalhuman needs,includingsocial andself-actualization(to satisfy the motivesfor thegrowth and development andnotonly theexistential).

In the processof social development, education plays an important role; therefore, it contributes tothe development of society, so we can saythat the purposeof educationsupportsquality of lifeof allmembers of the community. As a result, there is theneedfor educationas generators ofqualityof life andsocial development.

The question of educational needscan be analyzedat three levels: (Bahtijarević-Šiber, 1999)

- individual,
- work, and
- institutional level.

Educational needscan beviewed throughits fourlevels:

- educational needsaimed at trainingemployeesfor jobsthatawait them(trainingfor the currentjob),
- educational needsrelated to theexpansion ofindividualknowledge and skills(the expansion and deepening ofknowledge and skillsto adaptto changesin business andtechnology),
- educationalneeds related tothe development ofindividual careerandtraininggraduate ofa certaineducational level(educational production) to performcomplex tasks(preparing for acareerprogressionandperformanceismore complex and demandingtasks),
- educationalneeds related tothe future(educationand preparationfor future changesandjobsandeducationfor the future, and flexibility). (Bahtijarević-Šiber, 1999:741)

Figure 1Levels ofeducational needs(Bahtijarević-Šiber, 1999:741)
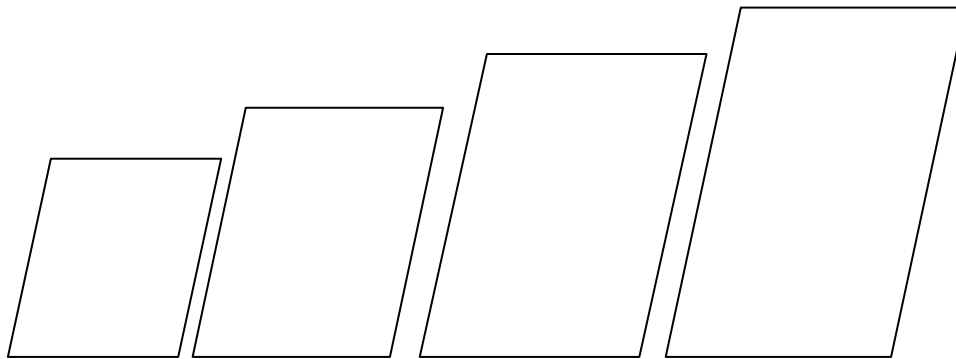
Lifelong Educationfor Sustainable Development: Economic Development

Technological developmentis strongly influenced bythe necessity of itssequence, because scienceandscientific advancesare changingdailyand, as a result a need forlife-long education(full day) becomes a requirement. Thus, old knowledgeexpires, so there is a needfor new knowledge, whicheducational policy"forces" to create acurriculum that willinclude asystemof lifelong learningwhichwillacquirecompetencies thatwill be able tomeet the challengesof technological development. Strengtheningof human resourceswill strengtheninteractionandinclusion of educationand the economy.

Economicpart of the educationalenvironment(external goals of education) is in theinterdependentrelationship witheducation and learning(internalgoals of education) andsinceeducation isstrongly influenced by theeconomy(through educationalinputs:

facilities, equipment,staffsalaries), it can be said that educationand the economyinfluence the economic development. Neglectingthe economicaldimensionof the interaction, the lack ofinvestmentin educationandthe labor market will be felt simply because theinsufficient investmentin training and developmentof employeesdirectly affects theloss ofmarket share(Bahtijarević-Šiber, 1999).[1]

Thisinteraction ofeducationand economicsis based onthe theory ofhuman capital(health, knowledge, motivation) which strengthens through education and directlyinfluences allpartsof itsquality(Fagerlind andSaha, 1989).

Economic development, in question, is to strengthen theefficiency ofthe economy, which is again aconsequence oflinks between educationand the economy, which is treatedas the ratioof primary, secondaryandtertiary levelof formal educationandthe growth rate ofgross domestic product (Psacharopoulos, 1985 inObralić, H. 2012).

Economic development, as a powerfulfactor inthe educational environment, as itsmain developmental elementsseesscience, education and upbringing becausethey define thequality of human capital(the greatest wealth andinvestment ineducationa priority), which is directly dependenton the quality ofthe use of financial(and other) resourcesof a country.

Lifelong Educationfor Sustainable Development: Political Development

Political developmentinour circumstancesis almost alwaysin the contextof developmentof political parties, though political developmentis based onthe process thatneeds to improvecitizens' participation(political) and political integration. Processesshould be seenas a consequence ofpoliticalsocialization, such as understanding thepolitical values, opinions, attitudes, habits, which should encourageall actorsinthepolitical community onintegrationandparticipation (Saha andFagerlind, 1994). (Meyer andRubinson, 1975)Politicalsocialization issimplyimpossible withouteducationanditis gearedtowardsthe survival ofthe currentpolitical situation. Besides havingsignificant impactonpolitical socialization, educationplays significant role in theidentity formation(especiallynational)andnational integration. This is especially trueindeveloping countries,thenthe countries in transition, andfinallyinthe newentities as isthe example ofthe former Yugoslav republicsthat formedtheir own states. Particularly important istheconstruction ofnational identity, as it isan essentialaspect ofnational identityon the one hand political, and on the other, cultural development. Political integrationcannot bewithout anational identity, and it is built byconsensusof all politicalactors inbuildingpolitical rights, a uniquepolitical systemandbasicrecognizablesymbolsof the state andstatehood, such as the constitution,national anthem,flag, and coat of arms).

Relation between educationand political developmentis not unidirectional. Politics is asegmentof the educationalenvironmentandit is subject to the influence of education throughexternaleducational goals, whereas apolitical systemand importantpolitical values stronglyinfluence theeducation, which results inan interactive relationshipof these two elements of external goalsof education, whichis accomplishedin the following manner:
  1. initialoperationof society(politics) has the strongest influence on education (programs, system structure, evaluation, funding, teacher education), which is

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[1]Bahtijarević-Šiber, **1999.** *Management ljudskih potencijala*, Golden marketing,Zagreb

    expressed in theeducationreformsundertakenafter theradicalpolitical changes, such as those in post-communist(transition) countries,

2. reformededucation and upbringingaffectthe stabilization anddevelopment of the existingsocial order(politics)
3. further social(political) development generates newneedsfor change(development) of the existingeducationalsystem(Saha andFagerlind1994,1655inObralić, H. 2012).

Lifelong Educationfor Sustainable Development: CulturalDevelopment

Integrativepart of the educationalenvironment(and it's an important part of) is culture. Culture,as a system ofvalues thatis manifestedin thepracticesof social behaviorin attitudes andhabitsdirectlyaffect thequality of life, human rights, and human values. Educational productionaffects theenvironment(economic, political, cultural), and thenwe talkabout the work ofeducation inparts of theenvironment, as well as the culture, thatthroughall forms of education(youth through formal -educationandadultformaland informal-learning) affects values, attitudes andhabits.

Educationalproduction(graduates of variouseducational levels),with allits knowledge, skills, and habits(competencies) strongly affectsall segments ofthe educationalenvironment-outereducation goals (desirable educationaleffects)as well as the culture,whichboth directlyand indirectly affectthe development of society(the economic, socialand political development, ofwhichlargelydependsrationaluseof human resources)what is in the scientificdiscourseexplained throughthe theoryof modernization(Inkeles andSmith,1974). Modernizationis seenas atrendof strengthening theknowledge anduseofrational, in caring forthe environment so as that man cancontrol(natural, cultural, political) superviseand manage it. Here,education playsan important rolebecause itstronglyinfluences themodernityof attitudes, values, family,as well as the choiceand durationof formal education. According to Pastuović (1999), modern valuesand attitudesaffectsocial behavior, if they lead to desirable outcomesfor the person, i.e. desiredmaterial, social, and self-actualizing effects. It depends on themodernity ofthe societyorof itsaspectsin whichthe individual acts(Pastuović, 1999, 408,409). Scientificdiscourseunreservedlyrecognizes thatsocial developmenthas no groundingand sustainabilitywithoutits citizensas the creatorof universal valuesthat carry theattributeof modernity.

Manyhave definedmodernitythroughpersons whoare considered to bemodern,and such descriptions of modernpeoplein works ofInkelesand Smith(1974) contain a confirmation of what was said before:

a) readiness forsocial change,
b) awareness of thediversityof views and opinionsof othersand the ability todesign andmaintain own opinions,
c) determinationin collectingdata and factswhicharethe basis ofthe thought process,
d) temporalorientation towardthe present and thefutureinstead ofthepast,
e) feelingof successor beliefthat onecan influencetheir ownenvironment,
f) orientation towardslong-term planningin public affairsand privatelife,
g) fundamentalconfidence inthe predictability ofthe surrounding world, and confidence thattheinstitutions and individuals will meettheir obligations,
h) highevaluation oftechnical skillsand their acceptance ascriteriafor the distribution ofprizes,
i) highvaluationof formal educationand training, and highexpectations foreducationaland workachievements,

j) understandingof manufacturing and industry. (Inkeles andSmith,1974: 19-25inObralić, H. 2012).

Finally, throughcurriculathat aresupported by Bologna process, throughcourses, workshops andprojects,it is necessary toallow students todevelopsocial,economic, environmental andpolitical competencies (knowledge, abilities, skills and habits) in order to resolve the problemsof society andthe developmentofsocietyfor sustainable development, for life,for the coexistenceof nature, society and each individual.

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