

SUSTAINABLE DEVELOPMENT - A GLOBAL PROJECT IN THE ECONOMY OF THE XXI CENTURY

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Abstract:

The concept of sustainable development is multidimensional and it's all about meeting current needs without compromising the ability of future generations to satisfy their own needs.

Therefore, education for sustainable development cannot be limited to a strictly ecological analysis. It represents a complex concept, bringing together interconnected aspects of the environment as well as social and economic issues. Access to quality education is essential for the proper functioning of a sustainable society. At the level of educational institutions implementing basic notions regarding sustainability is required, because sustainable development is a new paradigm about the functioning of society, and its benefits must be accessible to all, especially young generations who must learn that the environment, economy and technologies can be compatible with humans. In this context, sustainable development can be considered a global project.

Keywords: globalization, sustainability, sustainable development, sustainable development goals

JEL Classification: F63, F64, I25

1. Introduction

The current economic evolution is inconceivable without the implementation of the global partnership for sustainable development. We live in a globalized world, so we cannot ignore what is happening outside political borders. All the efforts at different levels have in common the change of the direction of development in a positive direction. Global problems require global solutions, this approach also requires collaboration and international funding to achieve the goals of the 2030 Agenda. The transformation process requires access to innovative science and technology, capacity building in line with the principles of subsidiarity, change of trade and economy in one direction . more sustainable and the development of a coherent version of the sustainable development policy.

That is why the states of the world must take important steps to educate the younger generations in the spirit of sustainable and future-oriented development.

2. The need for education for sustainable development

2030 Agenda, a UN document, adopted in 2015, provides clear and quantifiable objectives, a set of 17 Sustainable Development Goals (SDGs) and a 15-year action plan. Promoting inclusive sustainability must underpin all the development strategies of the world's states. And for that, the access put on educating the young generations to think globally, in order to realize that the benefits of sustainable development must be accessible to all, it is the starting point in this endeavor.

In the 21st century, amid growing global population, multiplying and diversifying the needs of this dynamic population, young people need to be aware that sustainable behavior will allow them, in the long run, to have much greater access to the necessary resources.

In 2020, for the first time since the adoption of the 17 Sustainable Development Goals (SDGs), the world lost ground to the Covid-19 pandemic, creating not only a global health emergency but also a development crisis. durable. To restore progress in the SDGs, developing countries need quality education, universal health coverage, clean energy and industry, sustainable agriculture and land use, sustainable urban infrastructure and universal access to digital technologies, the Sustainable Development Report shows. 2021 (SDSN, 2021).

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Ensuring quality education and promoting lifelong learning opportunities for all is the fourth SDG in the 2030 Agenda.

Access to education is essential for the functioning of any sustainable economy. Education should be treated as a lifelong process, regardless of age. Sustainable development means, in essence, ensuring good conditions on this planet for future generations. Therefore, from the perspective of the 2030 Agenda, education is a fundamental theme (DDD, 2018). Reducing illiteracy and early school leaving are priorities for countries around the world, regardless of their levels of development.

According to the United Nations Development Program (UNDP), enormous progress has been made in recent years. The number of children without access to education has dropped by almost half internationally. There has also been an increase in literacy rates and girls' access to school. All these are remarkable successes.

Achieving inclusive and quality education for all reaffirms the belief that education is one of the strongest targets for implementing sustainable development. This objective aims to provide equal access to lifelong learning, to eliminate gender disparities and to lead to a higher quality education.

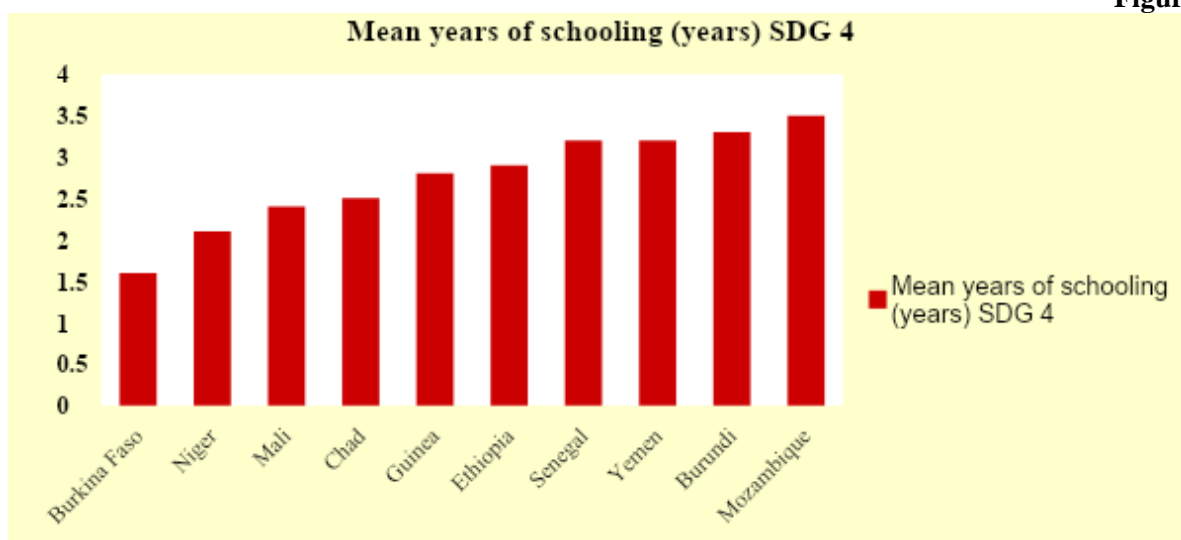
In the analysis of the concept of sustainable development we start from man and his needs and due to this desideratum the concept of sustainable human development is also used.

The international analysis uses the human development index (HDI), which consists of three indicators: longevity, knowledge and control of resources for a decent life. For longevity, the average life expectancy is calculated, for knowledge, the schooling figure is calculated, and for the control of resources, GNP / inhabitant is taken into account. According to the United Nations Development Program (UNDP, 2020), The 2020 Human Development Report (HDR), while Covid-19 has absorbed the world's attention, pre-existing crises continue.

The problems on our planet reflect the tension facing many countries in the world, especially developing ones. Social mobility has decreased, social instability is increasing, and access to education is an extremely real problem for the poorest states of mankind.

Quality education is essential for the proper functioning of a sustainable society. How will some states be able to take steps in this direction, given that the average years of schooling among their populations are less than 5 (see Figure 1)?

Figure 1



Source: Realised by the author based on data from UNDP - The 2020 Human Development Report, available at <http://hdr.undp.org/en/content/latest-human-development-index-ranking> [Accessed 24 November 2021]

Countries in this category not only have problems with population literacy, but are also among the most disadvantaged in terms of resources. The rates of economic growth are among the lowest. Labor productivity is very low due to rudimentary means of labor, manual labor and unprepared labor. The cultivated area represents only a small part of the arable territory. There is no internal market capable of stimulating economic life. The closed, subsistence economy predominates in most cases. And then, it is obvious that at the level of these countries the implementation of the concept of sustainable development is an extremely difficult goal to achieve.

Table 1 Human Development Index in countries with low schooling (in years)

Rank (HDI)	Country	HDI (value) 2019
182	Burkina Faso	0.452
189	Niger	0.394
184	Mali	0.434
187	Chad	0.398
178	Guinea	0.477
173	Ethiopia	0.485
168	Senegal	0.512
179	Yemen	0.47
185	Burundi	0.433
181	Mozambique	0.456

Source: Realised by the author based on data from UNDP - The 2020 Human Development Report, available at <http://hdr.undp.org/en/content/latest-human-development-index-ranking> [Accessed 24 November 2021]

According to Table 1, the mentioned countries not only have an extremely small number of years of schooling, but also from the point of view of the Human Development Index, they are in the leading positions at international level. The best positioned countries in terms of HDI are European countries, namely Norway (1st place), Ireland (2nd place), Switzerland (3rd place).

It is clear that for these countries sustainability is an extremely easy goal to achieve. At the same time, we are talking about states where access to education is high, and the average period of schooling exceeds 12 years.

Education is the key to achieving other Sustainable Development Goals (SDGs).

Early learning of the concept of sustainable development, the younger generations will understand that meeting unlimited needs, amid the growing population of the globe, will allow them in the long run to have much greater access to the necessary resources, namely by:

- conservation of natural resources;
- much more rational use of economic goods, including new century technologies;
- transforming society in a direction that will ensure a dignified and prosperous life;
- the use of quality healthcare services for the proper functioning of a sustainable society;
- achieving gender equality as a priority indicator for a sustainable society;
- education is a fundamental area for the future of the generations that coexist and succeed each other;
- permanent adaptation to changes in the globalized labor market, with an emphasis on innovation, robotics and digitalization, etc.

Education is a process that prepares young generations for the challenges of the future, encouraging meritocracy, innovation, critical thinking, conduct and curiosity.

3. Conclusions

Education contributes to reducing inequalities and achieving gender equality. Sustainability education must become a clear, concise goal of all countries of the world so that the legacy left to future generations gives them equal opportunities for evolution and development.

States must allocate funds for a viable education, to reduce illiteracy, to provide equal opportunities for all, regardless of the geographical area in which they were born, their social class, gender, family income and culture. Only through an education aimed at sustainability will humanity's chances for a future-oriented global economy be able to increase.

Developing countries, with their huge demographic potential, if they entered a process of modern economic construction would be the most important reserve for the long-term expansion of the world economy.

Sustainable development is a global project. We live in a globalized world, and all efforts at different levels have in common the change of direction in a positive direction.

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