



Education for Sustainable Development (ESD) in Iran

Soheila Bazm ^{1*}

¹ School of Public Health, Shahid Sadoughi University of Medical Sciences and Health Services, Yazd, Iran.

ARTICLE INFO

LETTER TO EDITOR

Article History:

Received: 02 July 2021

Accepted: 20 August 2021

*Corresponding Author:

Soheila Bazm

Email:

soheila.bazm@gmail.com

Tel:

+98 35 331492178

Citation: Bazm S. *Education for Sustainable Development (ESD) in Iran*. J Environ Health Sustain Dev. 2021; 6(3): 1330-1.

Sustainable Development (SD) is defined as the combination of human socio-economic and environmental health goals to expand the current abilities and human well-being without compromising the ability of future generation to face their needs ¹. Education for Sustainable Development (ESD) is represented as a process to boost understanding of the interdependence of natural, socio-economic and political systems at local, national and global levels, to encourage critical reflection and decision making ². It is reflected in personal lifestyles, to encourage citizens in building sustainable development, develop interactive and participatory skills as well as developing appropriate environmental understanding based on an understanding of the independence of nature and skills of problem-solving ³.

While in our country, most people overuse unhealthy foods, natural substances, energy and disposable substances, they are not responsible against environment, destroy and pollute the environment; generate many wastes in environment that recycled in a long time ⁴, training them is necessity; but environmental education instead of sustainable development education is not sufficient. It is necessity to add socio-cultural and

economic dimensions to educational course.

The study found that the non-formal education provided significant support to the formal education system, leading to promotion vertical integration from international guidelines to local-level implementation ⁵.

The document of 1404 vision, enumerates the features for the country, that some of these features cannot be achieved except with environmental education tools ⁶.

Many countries still lack the resources to adequately warn society about the destructive human activities and their impact on nature ⁷⁻⁸. In this way, some researchers in Iran indicating that Iran is one of this countries that educational system is without the cohesive programming and planning for their scholars and students ³. A brief review in programs of other countries showed a long time strategy for education of sustainable development from preschool level to higher education; although they stated that this program have to edit ⁸⁻¹⁰.

Researchers believe that the best way to formalized positive learning habits is to teach them from childhood ¹¹. Environmental protection is also a habit that must be learned from childhood to become a mental belief ¹¹. This belief obliges the child to protect the unique habitant we have in the

best way. Since children are the main axis of sustainable development, their education has special importance; that Iranian officials should pay attention to.

This is an Open-Access article distributed in accordance with the terms of the Creative Commons Attribution (CC BY 4.0) license, which permits others to distribute, remix, adapt, and build upon this work, for commercial use.

References

1. Alvino F, Di vaio, Hassan R, et al. Intellectual capital and sustainable development: a systematic literature review. *Journal of Intellectual Capital*. 2020;22(1):76-94.
2. Education for Sustainable Development. Available from: <https://en.unesco.org/themes/education-sustainable-development>. [Cited July 3, 2021]
3. Karaminai T, Changizi T, Velayatzadeh M. Environmental health education: Effective way to sustainable development. *Proceeding of the national conference of human, environment and sustainable development; 2010 March 10; Hamedan, Iran*. Available from: <https://www.sid.ir/Fa/Seminar/ViewPaper.aspx?ID=11240>. [Cited June 12, 2021]. [In Persian]
4. Ebadi A, Toughani M, Najafi A, et al. A brief overview on current environmental issues in Iran. *Central Asian Journal of Environmental Science and Technology Innovation*. 2020;1(1):1-11.
5. Adams S, Farrelly T, Holland J. Non-formal Education for Sustainable Development: A Case Study of the ‘Children in the Wilderness’ Eco-Club Programme in the Zambezi Region. *Journal of Education for Sustainable Development*. 2020;14(2):117-139.
6. Bourghani M, Shobeiri M. The place of environmental education in the 1404 vision document and the Iranian constitution. *Rahbord*. 1395;25(80):321-41. [In Persian].
7. Nations Educational, Scientific and Cultural Organization. Education for Sustainable Development (ESD). Available from: <https://en.unesco.org/themes/education-sustainable-development> [Cited July 3, 2021].
8. Olusola OI. Secondary educational system and sustainable development goals’ attainment toward vision 2030. *International Journal of Zambrut*. 2020;7(1):22-33
9. Öztürk, M. Response of educational research in Turkey to the UN decade of education for sustainable development. *Asia Pacific Education Review*. 2018;19(4):573–86.
10. Huang Y, Liu L, An L. Are the teachers and students satisfied: sustainable development mode of entrepreneurship education in Chinese universities?. *Front Psychol*. 2020;11:1738.
11. Pulimeno M, Piscitelli P, Colazzo S, et al. Indoor air quality at school and students' performance: Recommendations of the UNESCO Chair on Health Education and Sustainable Development & the Italian Society of Environmental Medicine (SIMA). *Health Promot Perspect*. 2020;10(3):169-74.