

## Education and Sustainable Development – A Theoretical Study

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### Abstract:

This article aims to define sustainable development and its relationship with education, through a conceptual approach to education, development, sustainability, and sustainable development as a central term. It identifies the most important characteristics and objectives of sustainable development, highlights the contribution of Arab countries to activating sustainable development, and discusses some of the obstacles hindering its achievement.

Among the findings are: the importance of sustainable development in general and the particular importance of education in achieving it, and the necessity of giving greater importance to sustainable development not only theoretically but also in terms of its actual practice.

**Keywords:** Education, Sustainability, Sustainable Development.

### Introduction:

The concerns of economic thought regarding developmental planning have been a focal point for economists since early times, due to

the tangible benefits societies witness from any improvement in the standard of living of individuals and groups. This resulted in an emphasis on implementing every economic policy expected to yield returns, while social development was viewed as social services, secondary to economic production (Filah, 2007, p. 41.)

The aforementioned thinking occurred in the absence of sociological analysis, because the latter gave another dimension to development, which forms the core of this research paper on education and sustainable development—a modern term that emerged in the 1970s through numerous international conferences and forums paving the way for this concept. Education is considered the fundamental pillar upon which sustainable development rests, indeed the main driver of its mechanisms. Through education, environmental, social, and economic awareness is acquired by the individual starting from the family and is reinforced through other socialization institutions, ensuring an adequate standard of living and a better life to achieve societal goals and move forward towards improvement.

## 1. Conceptual Framework for Education and Sustainable Development

### 1. Education

**1.1 Linguistically:** The term derives from the verb "rabbā" (to raise), which some trace back to "rabba" (to be lord/master). "Rabba" something means its origin. "Rabba" a person his child means he protected, cared for, and nurtured him properly, and attended to him until he leaves childhood. "Al-marbūb" is the child, and "al-rabībah" is the female caregiver. "Rabbahā" means he nurtured, increased, completed, and reformed it (Al-Khatib et al., 2010, p. 13).

As for the linguistic origin of the word "education" in foreign languages (Education), it is derived from:

E: out of

Duco: Lead

Thus, its literal meaning is acquiring information, discovering abilities and talents, and developing them. The word is essentially linked to the concept of acquiring information and knowledge and developing the latent capacities within a person. Generally, dictionaries use the word "education" to indicate one or more of the following meanings: reform, care, development, adaptation, suitability, change in attitudes, behavioral modification, refinement, formation, personality shaping, organization,

establishment, preparation for life (Al-Khatib et al., 2010, pp. 13-14).

### 1.2 Terminologically:

Plato's definition: "Education is giving the body and soul all the beauty and perfection possible" (Al-Khatib et al., 2010, p. 14).

John Dewey's definition: "The set of processes by which a society can transmit its knowledge and goals to preserve its existence. It is the continuous renewal of the self through further growth, because it is life itself renewing and growing" (Ja'nini, 2009, p. 51).

Durkheim's definition: It is a social system that works to achieve consensus and social integration by reinforcing appropriate personal qualities in subsequent generations. He confines education to being the influence exerted by the adult generation on those not yet ready for social life, thus meaning the organized social upbringing of the young. He also gave it the characteristics of a social phenomenon: obligation, coercion, and continuity (Boulhabal, 2004/2005, pp. 113-114).

"An process encompassing various influences aimed at developing the child in all aspects of their personality, leading them towards perfection, morality, and adaptation to their surroundings and the behavioral patterns and abilities they require" (Ja'nini, 2009, p. 51).

Sati' al-Husri's definition: "Education is to raise an individual strong in body, good in

character, sound in thinking, loving their homeland, proud of their nationality, aware of their duties, and equipped with the knowledge they need in their life" (Nasir, 2011, p. 34).

Education is a purposeful social process with stages and objectives carried out by socialization institutions formally or informally, following a set of methods. Its goals are characterized by flexibility and adaptability to suit the individual's nature in a specific place and time and the needs of their society (Al-Sayyid, 1998, p. 37).

"The process of normalizing the individual with the group's life and coexistence with culture. It is therefore a complete life to achieve desired goals and bring society to its fullest potential through the integration of its members, so that society endures, heritage continues, and is passed from fathers to sons, from elders to youth, life continues, the human species continues, and the universe flourishes" (Nasir, 2011, p. 24).

Mohsen Ali Attia concluded, after discussing linguistic and terminological definitions, that education is: "An organized, purposeful process aimed at preparing the individual to live a happy life in the society, environment, and era they live in, according to programs containing what is necessary for the balanced physical, mental, emotional, and social development of the individual. It involves planned teaching, instruction, and training to provide the individual with educational experiences under the supervision of

educational institutions, in cooperation with families, society, and its social, political, and media institutions. It is based on the needs of the individual and their society, as well as the requirements and developments of the era" (Attia, 2009, pp. 25-26).

## **2. Concept of Development:**

**2.1 Linguistically:** From "namā" (to grow) and its derivatives: "namā" and "namā". It is said "namā al-māl" meaning the money increased and multiplied. It is the source of the verb "namā". "Namā" something, meaning he made it grow. "Namā" the fire means he fed its fuel. "Nammahu" means he raised it in a corrective manner (Al-Zahrani, 2016, p. 33).

**2.2 Terminologically:** There is no doubt that education seeks to improve and advance society. The developmental goal pursued by education is to develop the younger generation, enable them to shape their lives, and elevate their society to achieve a better life.

The concept of development differs from growth. Growth is an increase occurring in one aspect of life, whereas development means achieving a rapid, cumulative, and permanent increase over a period of time. Growth occurs gradually and slowly most of the time, while development requires a strong impetus to move society from a state of stagnation and backwardness to a state of movement and progress. Growth occurs spontaneously, whereas development is based on organized

efforts undertaken by humans to achieve specific goals (Al-Khatib et al., 2010, p. 194).

Definitions of development include:

"The conscious, community-oriented process aimed at creating transformations in the socio-economic structure, capable of developing a self-sustaining productive energy leading to a regular increase in real per capita income – in the foreseeable future – while simultaneously aiming to develop socio-political relations that ensure an increased link between reward and both effort and productivity. It also aims to provide for the individual's basic needs, guarantee their right to participate, and deepen the requirements for their long-term security and stability" (Al-Sayyid, 1998, p. 172).

"It is a planned and organized set of efforts and activities aimed at bringing about radical changes in the social, economic, cultural, health, educational, demographic, and political structures, leading to the advancement and improvement of the quality of life of society, achieving progress, happiness, and welfare for its members in the present and future" (Al-Khatib et al., 2010, p. 194).

Comprehensive development transcends mere economic growth. It can be said to represent the process of conscious change encompassing economic, political, and cultural dimensions. In addition to achieving a regular increase in real per capita income, it aims for personal and professional growth, well-being, decision-making capacity, social and political

participation in society, and benefiting from its social institutions (Al-Sayyid, 1998, p. 153).

### **3. Sustainability:**

**3.1 Linguistically:** From "dāma" (to last) on the pattern of "nasara" (to help), and "dāma yadūmu" on the pattern of "alima" (to know) meaning continuity, permanence, and enduring. "Dāma" something means it settled and continued. "Mā dāma" (as long as) with the prefixed "ma" is a temporal particle used with defective verbs, raising the subject and accusating the predicate. "Istadmattu" the matter means I was deliberate in it or sought its continuity. "Dāwama" on the matter means he persisted in it. "Adāma" something means he made it permanent. "Dāwamahu" means he continued it. "Tadawwama" the man means he waited. "Istidāmah" (seeking continuity) means being deliberate in it or seeking its permanence. Their saying "istadāma" the bird means it hovered in the air. "Mustadām" is a passive participle. "Al-dā'im" is an active participle, one of the beautiful names of God, meaning everlasting at all times. "Al-dā'imah" is the feminine form of "al-dā'im", meaning absolute and essential (Al-Zahrani, 2016, pp. 33-34).

In summary, sustainability linguistically means continuity, ongoingness, and long-term or lasting support (Al-Zahrani, 2016, p. 34).

### **4. Sustainable Development:**

The close link between environment and development led to the emergence of the

concept of sustainable development, a development capable of continuity. It aims to focus on the mutual relationship between humans and their natural surroundings, and between society and its development. Emphasis is not only on quantity but also on quality, such as improving income distribution among society members, providing employment, health, education, and housing opportunities. It also primarily aims to assess the environmental, social, and economic impact of development projects (Deeb, 2015, p. 22).

**4.1 Linguistically:** Sustainable development appears "in the form of a passive participle, indicating the action and the recipient of the action. This means that the permanence of development is due to external circumstances and foreign forces, where development has been subjected to the act of permanence (perpetuation) from the outside" (Deeb, 2015, p. 24).

In the Dictionary of Environmental Sciences: "Sustainable Development – The term first comes from the French 'Sustenir' or the Latin 'Sustinere' meaning to support, endure, or perpetuate. It consists of the prefix 'Sub' meaning under and 'Senere' meaning to hold. The second part is from the French 'Developer' meaning to unwrap or unpackage, derived from 'Des-' a prefix meaning away or out, and 'Veloper' meaning to wrap or envelop. It refers to development that meets the needs of the present without affecting the ability of future

generations to meet their own needs" (Al-Zahrani, 2016, p. 34).

In Webster's Dictionary: "Development that uses natural resources without allowing them to be depleted or partially/wholly destroyed" (Al-Zahrani, 2016, p. 34).

In the Oxford Dictionary: "The concept that emphasizes the balance between the interests of economic growth and environmental protection, underscores the importance of intergenerational transfers, conservation of non-renewable resources, and the preservation of a variety of specific principles regarding the responsibilities of decision-makers" (Al-Zahrani, 2016, p. 35).

**4.2 Terminologically:** It has several connotations:

In the report of the World Conservation Strategy (IUCN, 1980), the term was first defined in 1981 as: "The perpetual quest to improve the quality of human life, taking into account the capacities and possibilities of the ecosystem that hosts life" (Al-Zahrani, 2016, p. 35).

In the 1987 report "Our Common Future" by the World Commission on Environment and Development (Brundtland Commission): "Development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (Al-Zahrani, 2016, p. 35). This report was "contemporary with the greatest environmental shock to global opinion, namely the discovery

of the ozone hole over the Antarctic and the Chernobyl nuclear disaster. These events led to the agreement in the same year on the Montreal Protocol to the Vienna Convention for the Protection of the Ozone Layer, aimed at regulating the use and release of ozone-depleting substances such as chlorofluorocarbons (CFCs) and halons" (Deeb, 2015, p. 21).

This last definition is the most common in academic circles.

From an Islamic perspective, sustainable development is defined as: "A multidimensional process that balances the dimensions of economic and social development on one hand, and the environmental dimension on the other. It aims for the optimal utilization of resources and the human activities based upon them, from an Islamic perspective that emphasizes that humans are vicegerents (khalifah) on earth, entitled to benefit from its resources without owning them. In developing them, they are committed to the rulings of the Holy Qur'an and the Prophetic Sunnah, ensuring that the development process responds to the needs of the present without wasting the rights of future generations, and elevates both the quantitative and qualitative aspects of matter and humanity" (Al-Zahrani, 2016, p. 39).

Wafaa Ahmed Abdullah defined it as: "The set of policies and procedures undertaken to transition society to a better situation using environmentally appropriate technology, to

achieve a balance between building natural resources and human destruction of them, within a global and local policy aimed at preserving this balance" (Abu al-Nasr & Muhammad, 2017, p. 81).

Maher Abu al-Ma'ati's definition: "Genuine and continuous development whose goal and purpose is humanity, emphasizing balance within the environment in its economic, social, and political dimensions, contributing to the development of natural resources, empowering and developing human resources, and bringing about transformations in the industrial base and development on a planned scientific basis according to a specific strategy to meet present and future needs based on community participation, while preserving the civilizational specificity of societies" (Abu al-Nasr & Muhammad, 2017, p. 81).

"That constructive, continuous, and integrated development of the educational system, which includes a balanced educational vision stemming from educational methodologies and approaches with multiple goals and methods to achieve the existential purpose for which humanity was created, and to fulfill the developmental and human aspirations and requirements for meeting the needs of current and future generations" (Al-Zahrani, 2016, p. 39).

It is also expressed as continuous development – genuine development with the capacity for stability, permanence, and continuity from the perspective of its use of natural resources,

which can be achieved through a strategy that takes environmental balance as its controlling axis. It is necessary here to point out that the socio-environmental framework is the basis for achieving this balance, aiming to raise the standard of living of individuals through political, economic, social, and cultural systems that preserve the integrity of the environmental framework by using scientific and practical methods that regulate the use of environmental resources while simultaneously working to develop them (Al-Ufun & Hammoudi, 2018, p. 16).

Studies have indicated that the concept of sustainable development is an updating of the concept of development to align with the requirements of the present era, taking into account available economic and environmental resources and those that could be made available in the future to achieve development (Abu al-Nasr & Muhammad, 2017, p. 80).

**Second: Characteristics of Sustainable Development:** Tracing the emergence of the concept of sustainable development reveals it as an inevitable result of previous failed development policies and strategies (from a sustainability perspective) that continued for decades. This has led those interested in sustainable development to correct the traditional path of development by reconsidering the various components of the economic process representing different wealth components in society: natural, human, social, and manufactured capital. This is done

by setting precise goals for sustainable development to achieve its primary objective: achieving intergenerational justice in utilizing the same resources in an environment characterized by cleanliness, economic well-being, peace, and social advancement (Deeb, 2015, p. 53).

Returning to the definitions of sustainable development, the added element is the concern for the environmental dimension as well as consideration for future generations.

Among the characteristics of sustainable development are the following (Abu al-Nasr & Muhammad, 2017, p. 83):

- Comprehensive or integrated development.
- Continuous development.
- Equitable development.
- Balanced development.
- Development that does not reap benefits for current generations at the expense of future generations.
- Rational development without extravagance or waste.
- Takes the environmental dimension into account in all its projects.
- Takes into account community participation at all stages of developmental work.
- Links environment, economy, and society.

### **Third: Objectives of Sustainable**

**Development:** The United Nations has set a collection of 17 goals, designed by all member states, aiming to achieve them by 2030. Some of these goals aim to improve people's lives, while others focus on protecting the planet, and others seek to ensure peace and prosperity. The Sustainable Development Goals are highly ambitious, as goals one and two alone represent a challenge to eradicate poverty and hunger worldwide (United Nations Office at Geneva, n.d., <https://www.un Geneva.org/ar/about/topics/sustainable-development-goals>).

The detailed objectives of sustainable development are as follows (Abu al-Nasr & Muhammad, 2017, p. 89):

- End poverty in all its forms.
- End hunger, achieve food security, improve nutrition, and promote sustainable agriculture.
- Ensure healthy lives and promote well-being for all at all ages.
- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- Achieve gender equality and empower all women and girls.
- Ensure availability and sustainable management of water and sanitation for all.
- Ensure access to affordable, reliable, sustainable, and modern energy for all.

-Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.

-Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.

-Reduce inequality within and among countries.

-Make cities and human settlements inclusive, safe, resilient, and sustainable.

-Ensure sustainable consumption and production patterns.

-Conserve and sustainably use the oceans, seas, and marine resources for sustainable development.

-Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation, and halt biodiversity loss.

-Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels.

-Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

Some have summarized the previous goals according to the dimensions of sustainable development as follows (Al-Zahrani, 2016, p. 55).

**-Economic goals:** Growth, effectiveness, stability.

**-Social goals:** Justice, security, education, health, participation, cultural identity.

**-Environmental goals:** Clean environment, rational use of renewable natural resources, preservation of non-renewable resources.

This summary is concise and expressive of the goals of sustainable development grouped into three categories: economic, environmental, and social.

Al-Zahrani summarized the goals of sustainable development as follows (Al-Zahrani, 2016, pp. 55-56):

-Achieving vicegerency (khilafah) and the flourishing of the earth according to God's methodology.

-Achieving balance and focusing on improving quality of life and protecting the environment.

-Promoting human rights and establishing justice and equality.

-Modifying consumption patterns to become more sustainable.

-Expanding the base of popular participation within societies.

-Upholding the present and anticipating the future and the fate of coming generations.

Meanwhile, Dr. Ahmed Abu Al-Yazid Al-Rasoul compiled the goals of sustainable development in the following table... [Table not translated as it was not provided in the extract]

Resource	Economic Sustainability	Social Sustainability	Environmental Sustainability
Water	Ensuring adequate supply and raising water use efficiency in agricultural, industrial, urban, and rural development.	Securing access to sufficient water for domestic use and small-scale farming for the poor majority.	Ensuring adequate protection for water basins, groundwater, freshwater resources, and their ecosystems.
Food	Raising agricultural productivity and production to achieve food security and increase exports.	Improving productivity and profits of small-scale farming and ensuring household food security.	Ensuring sustainable use and conservation of land, forests, water, wildlife, fish, and water resources.
Health	Increasing productivity through preventive healthcare and improving health and safety in workplaces.	Imposing standards for air, water, and noise to protect human health and ensuring primary healthcare for the poor majority.	Ensuring adequate protection for biological resources, ecosystems, and life-support systems.
Shelter & Services	Ensuring adequate supply and efficient use of building resources and the transportation system.	Ensuring access to adequate and affordable housing, transportation, and sanitation for the poor majority.	Ensuring sustainable or optimal use of land, forests, energy, and mineral resources.
Energy	Ensuring adequate supply and efficient use of energy in industrial development, transportation, and domestic use.	Ensuring access to adequate energy for the poor majority, especially alternatives to wood fuel, and the generalization of electricity.	Reducing the environmental impacts of fossil fuels locally and globally, and expanding the development and use of forests and other renewable alternatives.

Education	Ensuring an adequate supply of trainees for all basic economic sectors.	Ensuring adequate access to education for all for a healthy and productive life.	Integrating the environment into public information and educational programs.
Income	Increasing economic efficiency, growth, and job opportunities in the formal sector.	Supporting small enterprises and creating jobs for the poor majority in various sectors.	Ensuring the sustainable use of natural resources necessary for economic growth in both formal and informal sectors.

**Table (01):** Main Objectives of Sustainable Development

(Deeb, 2015, pp. 56-57)

**Fourth: Dimensions of Sustainable Development**

**1. Social Dimension of Sustainable Development:**

Al-Hiti indicated that the social dimension refers to the relationship between nature and humans, the advancement of people's well-being, improving access to basic health and educational services, fulfilling minimum security standards, and respecting human rights. It also refers to the development of different cultures, diversity, pluralism, and the active participation of popular grassroots in decision-making, as it seeks the enrichment of human relations and the achievement of individual and group aspirations (Al-Ufun & Hammoudi, 2018, p. 28).

**2. Environmental Dimension of Sustainable Development:\*\***

The environment represents the external surroundings that affect life in general, meaning it is a set of biotic and abiotic elements that affect living organisms. Biotic elements are all visible and invisible organisms, while abiotic elements are water, air, and soil. The environment consists of three sources: a source for the enjoyment of natural elements (earth contents such as ores, resources, water, and air with all its layers), a

source of natural resources, or a reservoir for absorbing waste.

Al-Hiti indicates "that the environmental dimension is concerned with preserving and enhancing the base of physical and biological resources and ecological systems, as it focuses on protecting ecological systems, subsystems, and their resilience" (Al-Ufun & Hammoudi, 2018, p. 33).

**3. Economic Dimension of Sustainable Development:\*\***

"It is based on the principle of maximizing society's well-being and eradicating poverty through the optimal exploitation of natural resources and the efficient, optimal use of human resources, particularly through increases in the consumption of goods and services. Economic sustainability aims to maximize the flow of income that can be generated while maintaining the stock of assets (capital) that yields beneficial outputs" (Al-Ufun & Hammoudi, 2018, p. 35)

**4. Secondary Dimensions of Sustainable Development:\*\***

Some add three other dimensions to the three mentioned: the technological dimension or the administrative

and technical dimension, which is concerned with the transition to technologies that allow society to use less energy and resources. The goal of these technological systems is to produce a minimum of pollutants and gases, use specific standards that reduce waste flow, and recycle waste internally. This demonstrates the importance of the technological element in achieving sustainable development. For the latter, a transition is necessary from resource-intensive technology to information production-intensive technology, thus shifting from reliance on productive capital to human capital and social capital. This makes sustainable development occur only through production methods and means that maintain and increase the stock of all types of capital. Accordingly, a fourth process—resource maintenance—must be added to the basic economic processes: production, distribution, and consumption (Bayezid, 2021).

Furthermore, the cultural dimension is added, the necessity of its integration having emerged since 2005 following the ratification of the International Convention on Cultural Diversity. The sixth dimension is the political dimension, indicating that the application of democratic governance is what allows equality in resource distribution among members of the current generation and future generations, as well as the rational use of natural resources (Bayezid, 2021).

**Fifth: Planning for Development:** As previously mentioned in the definition of development and the distinction between it and growth, it is a process based on conscious, ambitious planning for the present and future. This is accomplished through the following stages (Al-Khatib et al., 2010, pp. 202-203):

- Estimating available potentialities, which includes knowledge of human resources (organizers and workforce) and financial resources (land and capital, whether internal or external).

- Identifying development objectives, focusing on the standard of living and advancing society to the highest possible levels of economic and social well-being, provided that these objectives are characterized by clarity, precision, and realism, making them achievable.

- Determining the growth rate within a specific time frame for the plan. The growth rate is determined based on the quantities of available production elements and the utilization rate of these elements at the scientific and technological level.

**Sixth: Arab Contribution to Activating Sustainable Development:** The Arab group demonstrated a clear contribution at the Conference on Sustainable Development through the League of Arab States initiative on sustainable development in the Arab region dated July 30/31, 2002. This aimed to address the challenges facing Arab countries in

achieving sustainable development. It also affirmed the commitment of Arab countries to implement Agenda 21, adhere to the principle of shared responsibility, enhance the participation of Arab countries to highlight their efforts towards achieving sustainable development, especially in light of globalization and its effects, and establish a mechanism for financing environmental protection programs and achieving sustainable development (Al-Faraji, 2015, p. 258).

Despite the initiative's findings that Arab countries have achieved some tangible successes in sustainable development since the Rio Conference (e.g., health, education, and living standards), there are also several obstacles facing Arab countries in the further implementation of sustainable development, such as: absence of peace and security, occupation of some Arab countries, poverty, illiteracy, population growth, debt burden, limited agricultural land and water, limited capacities of academic and research centers, and the newness of civil society (Al-Faraji, 2015, p. 258).

The Regional Programme for Arab Countries (2026-2029) is considered the main framework for the United Nations Development Programme (UNDP) to support regional initiatives that complement country programs in Arab states. The programme addresses the region's most pressing challenges, including limited economic diversification, gender inequality, vulnerability to climate change, and

youth unemployment, while simultaneously leveraging regional opportunities in the areas of digital transformation, renewable energy, demographic changes, and economic reform (United Nations Development Programme, n.d., <https://www.undp.org/ar/arab-states/albrnamj-alaqlymy-lldwl-alrbyt>).

**Seventh: The Role of Education in the Development Process:** The educational process is linked to development, as the developmental goal pursued by education is to develop the younger generation and enable them to advance themselves and their society towards a better life. Qualified human resources are considered the main axis for achieving goals, necessitating the diversification of human cadre specializations according to the needs of development plans. The role of education in the development process is not limited to society alone but extends to both the individual and society equally. This can be clarified as follows:

**1. The Role of Education in Achieving Development at the Individual Level:** Education prepares the individual to be active in the field of development according to the following (Al-Khatib et al., 2010, p. 197):

- Developing citizenship in the individual and qualifying them to serve their community and strive for the prosperity and progress of their homeland.

- Qualifying and preparing human forces to work in various sectors through:

- Providing the necessary skills and knowledge for work.

- Keeping pace with technological development and providing individuals with the necessary skills for that.

- Diversifying specializations among human cadres according to society's needs and development plans.

-Developing societal building attitudes and modifying some negative values in line with development plans, enrolling in vocational training programs, respecting and appreciating work, and eliminating negatives such as dependency.

-Developing human thought to be capable of planning, organizing, coordinating, evaluating, and investing thought in self-development and societal development.

-Increasing the flexibility of individual behavior to be capable of adapting to the changing environment.

**2. The Role of Education in Achieving Development at the Societal Level:** The role of education in building society is embodied as follows (Al-Khatib et al., 2010, pp. 197-198):

-Classifying society members according to their aptitudes, abilities, and potentialities, allowing each individual to be placed in their appropriate position and increasing their capacity for giving.

-Achieving the principle of equal educational opportunities.

-Preparing skilled and working human forces in various fields necessary for the requirements of technological development, the knowledge and information explosion in industry and the labor market.

-Raising the level of individual performance and productivity.

-Stimulating the efforts of society members and achieving their full participation so they exert better effort to improve the quality of life in their society.

-Increasing job opportunities for society members and improving income distribution among them.

-Reducing poverty.

-Preparing the necessary leaders for development plans and their management in society.

Generally, education is a central variable in sustainability, and the relationship between them is complex. Studies indicate that education is the key for nations to develop and achieve the goals and purposes of sustainability. Education can improve agricultural productivity, enhance the status of women, reduce population growth rates, promote environmental conservation, and generally raise living standards. Education acts as a catalyst for development, and herein lies its importance for peoples and nations serious about their renaissance projects, which attempt to benefit from education in building the development human being and the renaissance human being, and thus the renaissance family, renaissance society, and renaissance nation (Al-Ufun & Hammoudi, 2018, p. 60).

### **Conclusion:**

The achievement of sustainable development is most strongly linked to education because it is the starting point for change through preparing conscious generations that are responsible in utilizing various resources. Integrating the three dimensions of sustainable development into the educational process is in itself a guarantee for achieving well-being and

economic, social, and environmental advancement. This increases the necessity of paying attention to educational curricula, integrating sustainable development into them, and focusing on environmental education to ensure optimal interaction with the natural environment, preserving it, working to develop it, and exploiting its sources rationally. It also requires supporting the interaction between curricula and the learner's lived society, focusing on extracurricular activities to achieve the desired benefit, keeping pace with developments and changes, thereby enhancing sustainability and preparing generations capable of achieving economic growth and advancing their societies and progress.

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