



Transformative Education For Sustainable Development And Employment Advancement

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Abstract

This study is subjected to understand the impact of transformative education on the employment in Indian Economy. It aims to ensure the influence on the conversion of the unemployed to the employed individuals as economically active contributors to the society. This study is focused on elaborating the role for holistic development and equipping individuals with skills and mindsets. The present study provides recommendations on the advancement of employment opportunities by the transformative education. Secondary data from various reports has been used, were published by reputed sources such **OCED** (Organization for Economic Corporation and Development) and furthermore.

Present study showed the exposure to empower individuals and society to critically analyze and transform their own thinking and actions to achieve sustainable development. The critical areas have influenced such- Unemployment Challenges, Entrepreneurship Education, skill Development, Environmental Sustainability, Digital Literacy and Technology. It stimulates innovation and inclusivity to promote social and economic well-being while safeguarding the environment. Transformative education accomplishes the significant changes in individuals (youth), societies, and economies. Its effects on sustainable development and employment involves a combination of quantitative and qualitative approaches.

Key words: Sustainable development, Unemployment, Digital Literacy.

Introduction

Transformative education for sustainable development in the context of employment advancement involves an approach that goes beyond traditional learning methods. It aims to empower individuals with the knowledge, skills, and mindset needed to address current and future challenges while promoting economic, social, and environmental sustainability (Odell, Hill, Stephen, & Sterling, 2019).

It integrates various disciplines and emphasizes critical thinking, problem-solving, and creativity. This prepares individuals to adapt to a rapidly changing job market.

The curriculum should integrate sustainability principles, considering the environmental, social, and economic aspects of development. This equips learners to contribute to sustainable practices in their workplaces and communities.

Review Literature

M.Christie, M.Carey, A.Robertson & P.Grainger 2015, this article supported transformative learning theory, and advocated the experiential learning perspective. There were several experiences of the professionals which influenced the value system and developed these transformations the objective. It has been tested that if transformative learning has been practised there were certain sort of differences sought in the behaviour of the learners as they become more attentive, motivated and the reflective towards the system.

A report by **OECD 2019** is the forum where the market based economies collaborate together to develop policy standards to promote sustainable economic development. It has been recommended by OECD (Organization for Economic Cooperation and Development) to compress the 'social pain' and enlarge the period of 'Prosperity' for all; education system need encounter transformative change. The analogy in learning framework used called "learning compass" composed with different elements as-

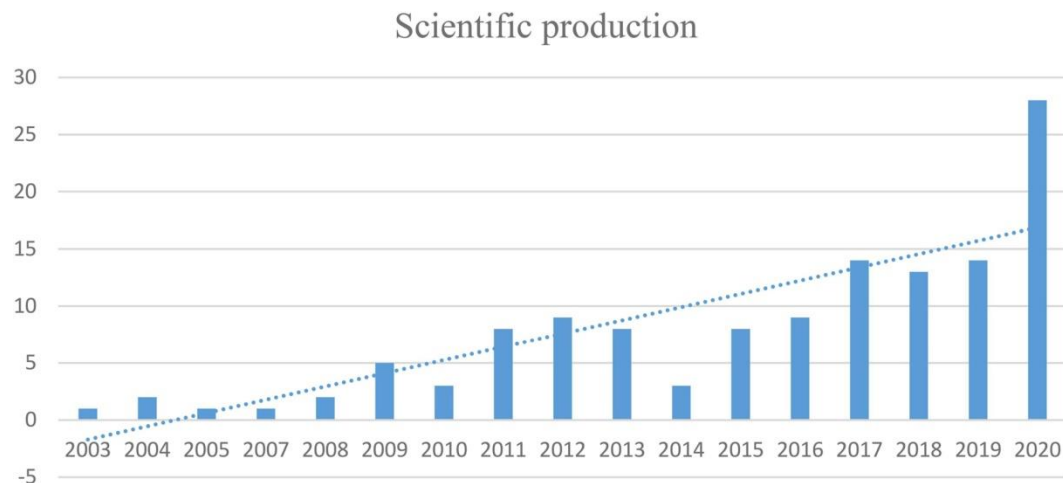
- Core foundations (core skills, knowledge, attitude and values).
- Transformative competencies (individuals need in order to contribute to, thrive in world and configure a better future and reconciling the stress and retain sustainability).
- Thinking (anticipation)-action- reflection works as an inducer to enhance the transformative competencies.

This study addressed the transformative education in reference of all sustainable development goals. It focused the government and policy makers to integrate the principles and practices to attain the SDG's throughout all forms of learning and education. It has been discussed the purpose of education must, to guarantee that every nation would able to provide a program of lifelong learning, providing believe everyone would capable of innovation and equipped to face a complicated and uncertain future. In order to achieve significant changes in human potential and population, SDG 4 poses the following goals for educational systems: "assure inclusive, equitable, high-quality education and encourage opportunities for lifelong learning for all." (**Odell, Hill, Stephen, & Sterling, 2019**)

UNESCO 2021, shared a report on program "UNESCO strategy on education and for health and well being. ESD (Education for sustainable development) by UNESCO, an education programme that aims to transform the personal and societal capacities for 2030. In addition to producing and disseminating knowledge, UNESCO also executes projects locally and offers its Member States technical assistance and policy recommendations. UNESCO uses partnerships, networking, and media to improve non-formal education programs and promote creative thinking.

In this research study it has been discussed education's purpose has to be ensured. Developing transformative learning must essential to move toward sustainable development. In order to achieve this goal, education must promote institutional reform and human empowerment, as well as prepare students for future changes and promote resilience and sustainable behavior. In order to achieve this, a bibliometric analysis of the publications included in the Scopus databases for the years 2003 to 2020 was carried out in order to investigate its development, pinpoint the primary themes that make up the field of knowledge, pinpoint its primary references, and pinpoint the global network of partnerships between academics and research institutions that every nation (**Varela-Losada, Rodríguez1, Lorenzo-Rial, & Vega-Marcote, 2022**).

Figure-1 showing Scientific Production of Transformative learning in context of education for sustainability



Source: (Varela-Losada, Rodríguez¹, Lorenzo-Rial, & Vega-Marcote, 2022)

Michel O’Grady 2023 this research article highlighted the stimulation of the transformational learning and its implications to the real world. The lived experiences were examined by the researcher. This study was obtained by the national college of Ireland. It has been discussed the transformative learning’s interpretation and implementation and found its diversified format. But the common features underlined its transcends disciplinary boundaries, critical-thinking, problem solving, focusing on real- life and solution focused approach.

Objectives

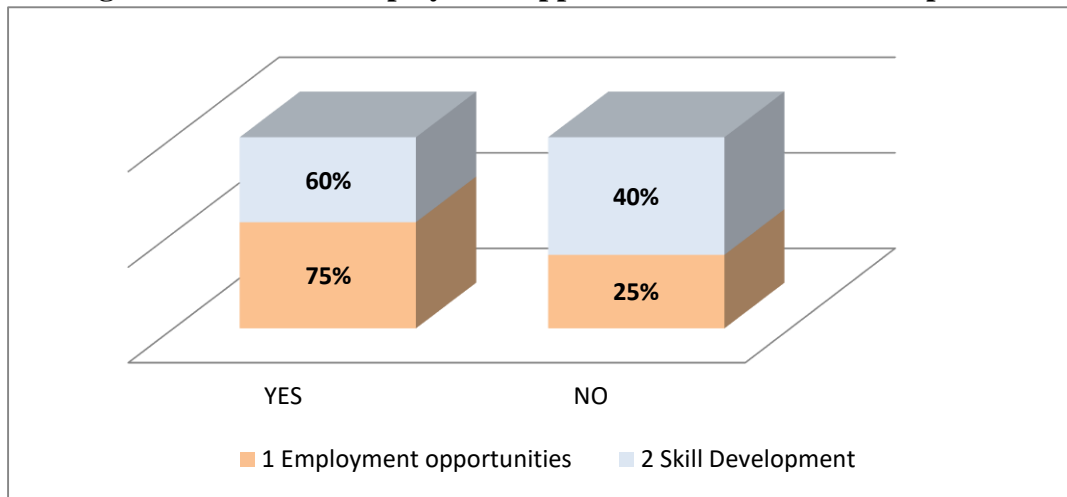
1. To analyze the influence of transformative education on developing the competencies amongst the individuals.
2. To see the role of transformative education for holistic development and sustainable development.
3. To observe the possibilities of the advancement of employment opportunities by the transformative education.

Research Methodology

This study is a blend of both primary and secondary sources, for primary data questionnaire has been prepared and 200 respondents were interviewed on the basis of results were formulated. The sampling method was used by the researcher non-random, purposive and convenience sampling. Sample size was limited due to time and money constraint. The data has been gathered from the Ghaziabad region through personal interaction with the respondents. While secondary data included government reports, research reports and articles etc.

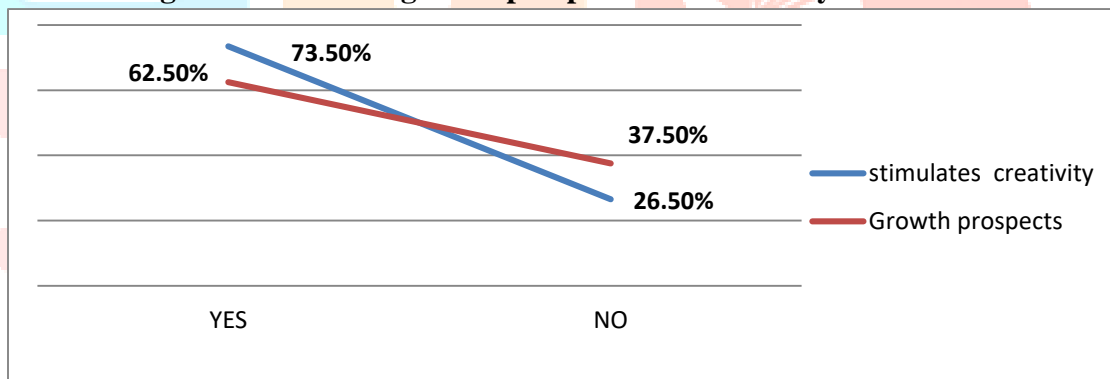
Data Analysis and Findings

Figure-1 given below represented the data on the employment opportunities and skill development in reference transformative education. The data suggests that 60% of respondents believe transformative education positively impacts employment opportunities, while 40% disagree. Additionally, 75% acknowledge its role in skill development, with 25% expressing a contrary opinion. This indicates a varied perception among respondents regarding the effectiveness of transformative education in these aspects.

Figure 2- Status on Employment opportunities and skill development

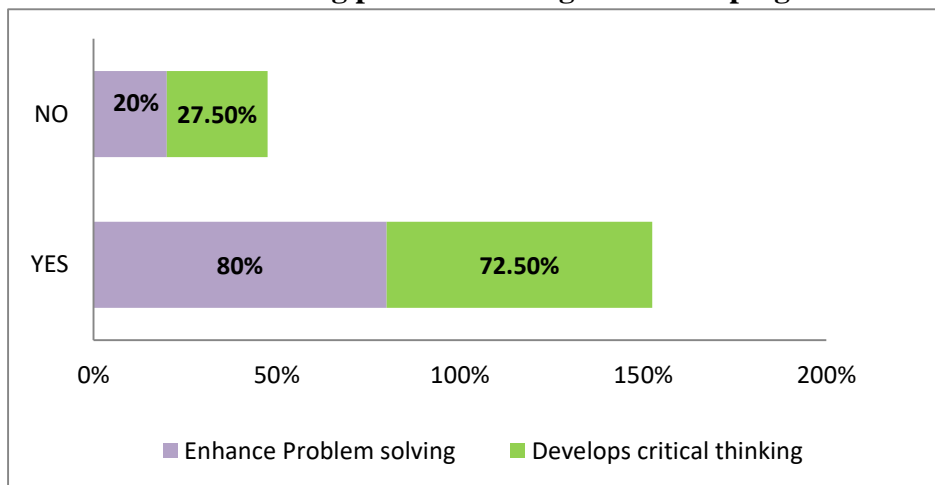
Source- Own by Researcher

Figure-2 given below represented the data on the responses on growth prospects and creativity stimulation. The provided data indicates that 73.50% of respondents affirm the positive impact of transformative education on creativity insulation, while 26.50% express disagreement. Regarding growth prospects, 62.50% believe transformative education contributes positively, while 37.50% hold a contrasting opinion. These percentages reflect diverse views among respondents regarding the influence of transformative education on creativity and growth prospects.

Figure 3- Status on growth prospects and creativity stimulation

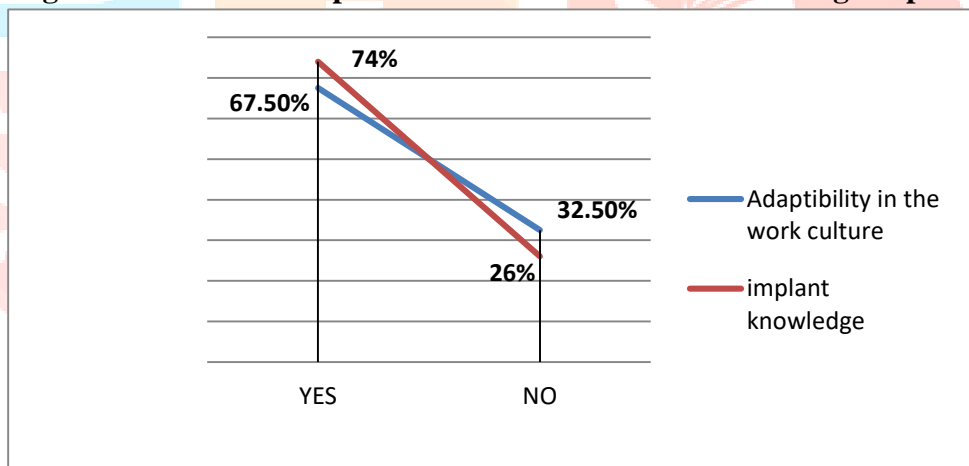
Source- Own by Researcher

Figure-3 given below represented the data on the status of enhancing the problem solving capabilities and developing critical thinking. The data reveals that 80% of respondents affirm that transformative education enhances problem-solving skills, while 20% disagree. Additionally, 72.50% acknowledge that it develops critical thinking, while 27.50% express a contrary view. This suggests a substantial consensus among respondents on the positive impact of transformative education on problem-solving and critical thinking, with a minority holding differing opinions.

Figure 4- Status on enhancing problem solving and developing critical thinking

Source- Own by Researcher

Figure-4 given below represented the data on adaptation work culture and knowledge implantation. The data indicates that 67.50% of respondents believe transformative education positively influences adaptability in work culture, while 32.50% hold a contrary view. In terms of implanting knowledge, 74% of respondents express a positive sentiment, whereas 26% disagree. This suggests a varied perception among respondents regarding the impact of transformative education on adaptability in work culture and knowledge implantation.

Figure 5- Status on adaptation in work culture and knowledge implant

Source- Own by Researcher

Suggestions

1. To address systemic issues in employment and sustainable development, transformative education should empower individuals to engage in policy advocacy. That may involve understanding and influencing policies that impact employment and sustainable practices.
2. Transformative education should install qualities like innovation, risk-taking, and resilience, empowering individuals to create job opportunities for themselves and others. Encouraging the entrepreneurial mindset would enhance employment prospects.
3. In addition to technical skills, emphasis should be placed on developing soft skills such as communication, collaboration, adaptability, and leadership. These skills are crucial for success in modern workplaces and contribute to sustainable professional relationships.

4. With the increasing influence of technology in the workplace, transformative education should include the development of technological literacy. This includes digital skills, understanding emerging technologies, and adapting to technological advancements.

Conclusion

In summary, transformative education for sustainable development in the context of employment advancement involves a multifaceted approach that goes beyond traditional learning. It equips individuals with the skills, knowledge, and mindset which navigate deal with the complexities of the modern job market while contributing to a sustainable and inclusive future.

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