

---

# 환경친화적 개발을 위한 교육문제에 관한 연구

김행조\*

## A Study on the Educational Problems for the Eco-friendly Development

Haeng-Jo Kim\*

### 요 약

환경 친화적 개발은 개발도상국에서 가난을 근절시키기 위해 피할 수 없는 것이다. 전 세계적인 운동으로 환경 친화적 개발을 하게 하기 위해서는, 우리는 환경 친화적 개발을 위한 교육을 제공해야만 한다. 하지만 환경친화적 개발 교육을 수행하려면 많은 문제가 있다. 인간 교육을 하기 위해서는 확실한 철학이 있어야한다.

지구헌장은 환경친화적 개발에 대한 세계정상회담을 통해 국제적, 비정부 조직을 포함하여 국제적인 공감대를 얻어냈으며 다양한 국가의 사람들로 개발되었다. 지구헌장에 근거하여 세계 평화와 전 인류의 인권과 환경을 위한 교육이 수행되어야 한다.

이 논문에서는 첫째, 지속가능성의 상실을 논하였다, 둘째로 인간 개발관점의 손실은 교육에 관한 기초로 하고 있다. 셋째로 문맹의 쇠퇴이며, 넷째는 여성을 위한 교육의 감소, 다섯 번째는 지나친 지식에 대한 강조와 암기이며, 여섯 번째는 삶의 질이 교육으로 부터의 일탈에 관한 것이다.

### ABSTRACT

Eco-friendly development is inevitable for eradicating poverty in developing countries. In order to make Eco-friendly development a worldwide movement, we have to provide education for Eco-friendly development. There are, however, many problems in achieving education for Eco-friendly development.

In conducting human education, there should be a certain philosophy as a foundation. The Earth charter, which people from various countries have developed since the World Summit on Eco-friendly Development and on which they have gained an international consensus, including consensus from NGOs, should serve as a foundation to conduct education for peace, human rights and environment.

In this paper, I have discussed first the loss of Sustainability, second the loss of the view that human development is the basis for education, third the decline of literacy, fourth the decline of education for women, fifth excessive emphasis on knowledge and rote learning, and sixth the deviation from quality-of-life education.

### 키워드

Eco-friendly Development, Sustainable Development, Sustainability  
환경친화적 개발, 지속가능한 개발, 지속가능성

---

\* 나사렛대학교 부동산학과(kimhaengjo@kornu.ac.kr)

접수일자 : 2011. 10. 11

심사(수정)일자 : 2011. 11. 30

게재 확정일자 : 2011. 12. 12

## I . Introduction

It is quite a difficult task to develop human resources in the developing countries while protecting the global environment and maintaining the people's living standard in the advanced nations has been proved that people in the advanced countries will not be able to maintain their standard of living by consuming goods and energy as they do today. The only way to keep their standard of living is to switch their mode of consumption of goods (through a complete recycle system) and energy (through a thorough energy cut and shifting to recycled energy). People in the developing countries should explore a new way of living without consuming the same amount of goods and energy as the people in the advanced nations

have consumed. Only sustainability will protect the global environment and maintain our standard of living.

What should we do, then, for sustainable development and for improving the standard of living in the developing countries to protect the people's dignity as human beings? Education will be the answer. Regardless of food and financial assistance in the past, what is required most now is educational and technical assistance that is truly valuable, and education is the most important issue. In order to pursue education in each region in the developing countries, fostering of teachers is crucial, although there are many specific problems. We have to ensure that these problems are overcome steadily, or education will be of no use for improving people's lives or realization of human dignity.

In this study, I mention educational issues according to the importance of human development in the sustainable development. And I analyze and organize how the educational environment works in other countries, in doing so it will help me present theoretical alternative steps.

I will try to present these education problems for

sustainable development as a whole (2) by specifically discussing the loss of sustainability (2.1), the loss of the view that human development is the basis for education (2.2), decline of literacy (2.3), decline of education for women (2.4), excessive emphasis on knowledge and rote learning (2.5), and deviation from quality-of-life education (2.6). I will further discuss broadly that human development is the basis for education (3), and look at strategies and issues for improving literacy (4) for women's education (5), and for enhancing lifelong education (6) specifically, before presenting a conclusion (7).

## II. The Overall Framework of Educational Problems for Sustainable Development

### 2.1 The Loss of Sustainable Development

People in the advanced countries have consumed a lot of resources and energy per person to secure a comfortable living, which has resulted in an enormous amount of carbon dioxide and waste, as well as air and water pollution. Finally being aware that their waste and air/water pollution is contaminating the global environment, affecting air, water and food, they started to pay the cost for reducing air/water pollutant. If every country on the earth, insisting on their rights, would consume about the same amount of energy as the smallest energy consumer among the advanced nations does, the global resources and energy would be running dry soon, causing inequality not among the people of the current generation, but also between the current and the future generations, as the future generations cannot stop the consumption of the current generation. If the people of the current generation would like to share a certain degree of equality, those in the advanced countries must reduce consuming resources and energy and pass the excess on to the developing nations. The people in the developing nations are entitled to pursue a comfortable living and could demand more energy and resources, That would, however, result in more consumption of energy and resources, reducing

the share for those who inherit the earth. "The Limits to Growth," which means the way of people's living in the earth's finite resources, was much criticized when the Club of Rome published it, but it has been proved right.

Although the Kyoto Protocol was adopted to reduce carbon dioxide emissions, which have been promoting global warming, Japan has not achieved its goal despite its commitment. While the EC showed its commitment and has been successful in cutting emissions, Russia and Canada, keeping a wait-and-see attitude, are not even among the signatory members, and the United States, the world's biggest producer of carbon dioxide emissions, ignores the Protocol due to political judgements. The developing countries demand only their own rights, trying to make things advantageous for themselves, and have not established international cooperation. It is the fact, however, that global warming is raising the surface of the ocean and threatening the existence of maritime nations. It should be pointed out that global warming is now threatening the human sphere of the earth as a whole and will not wait long because of little conflicts among people.

Poverty exists in material terms; however, it exists more in mental terms. In this sense, the advanced countries could be "poor," as many people in the advanced countries are materially wealthy, but not so mentally. Materially, those in the developing countries fall far behind those who are in the advanced countries; however, in some regards, they are living a much more fulfilling life mentally and culturally. There is no absolute way of judging them.

We could say that the environment is destroyed by those mentally-poor people rather than the materially-poor. Masaki Shiratori (2006) revealed that the percentage of the population living below the poverty line of 1 dollar/day in 2003 had not shown any improvement compared to that in 1997. The data of the World Bank shows that the situation is quite hard in countries where the population is living

below the poverty line (1 or 2 dollars/day) (See Table 1).

According to the United Nations Development Program report, despite the dedicated efforts of many people, the Millennium Declaration is not achieving its goals, as the explosive increase of population in developing countries makes it difficult (See Table 2).

Table 1. The population ratio of 1 dollar by 1 day and the population ratio of 2 dollars by 1 day

South Africa	12%	36%	Botswana	33%	61%
Egypt	3%	30%	Zambia	73%	92%
Central Africa	67%	84%	Kenya	27%	62%
Madagascar	60%	89%	Zimbabwe	36%	64%
Tanzania	29%	60%	Rwanda	36%	85%

Table 2. The milleniam declaration goal and a progress state

The item and the goal	The achievement probability(The population ratio)	The stagnation and the recession (The population ratio)
Make a poor person with extreme income 1/2.	43%	34%
Make the person of the hunger 1/2	62%	11%
Make the person who can not use safe water 1/2	12%	70%
Make a pregnant woman and nursing mother mortality 1/4.	37%	48%
Make a baby mortality 1/3	23%	62%

The average life expectancy clearly depends on the region; however, the current data shows it is getting shorter in African countries, despite medical teams being dispatched from various countries, due to the spread of AIDS(See Table 3).

As for the daily intake of foodstuff, which is secured by international organizations through food aid for the near term, although it does not solve the poverty problem, it is reported that some countries

are 40% below and many are 30% below the world average. These absolutely poor people, who are deprived of not only human dignity but also life itself, are neglected(See Table 4).

Table 3. The average lifetime of the Africa various countries

Country name	Man	Woman	Uganda	40	42
South Africa	60	66	Nigeria	49	52
Egypt	65	69	Tanzania	49	52
Liberia	38	41	Ethiopia	46	49

Table 4. The Africa various country intake quantity of the 1st of food(The calorie)

World average	2761	Burundi	1687	Angola	1899
South Africa	2956	Mozambique	1782	Kenya	1977
Somali	1573	Conge	1823	Zambia	1957

Those who are illiterate cannot read and obtain necessary information. They are deprived of independent living and the right to education. In the developing countries, the educational opportunities are extremely limited because of the population explosion, financial problems, and a severe shortage of teachers. In particular, because women have less educational opportunities than men, illiteracy is higher among women(See Tables 5 and 6).

Masaki Shiratori found that children's health dramatically improves by educating women, and that women suffer discrimination in many aspects, such as education, human rights and employment in many countries.

Table 5. The actual condition with non ward knowledge percentage of the Africa various countries

South Africa	15, 14, 16	Democratic and People's Republic Algeria	37, 25, 49
Egypt	45, 33, 56	Burundi	52, 44, 60

Senegal	63, 53, 72	Central Africa	54, 40, 66
The Republic of the Niger	84, 77, 92	Chad	46, 33, 59
Ethiopia	61, 56, 67	Djibouti	49, 35, 62

Ref) The order of the whole, the man and the woman

Table 6. The rate of the teacher number, the enrollment person and the woman of world every country

Country name	The number of the teachers (10,000)			The enrollment person (10,000)			The woman rate(%)		
	Elementary	Middle	High	Elementary	Middle	High	Elementary	Middle	High
Japan	42	70	40	786	988	392	49	49	44
India	179	274	26	11039	6887	606	43	38	36
China	579	444	52	13995	7188	607	48	45	36
America	150	139	92	2405	2147	1426	49	49	56
Egypt	31	26	39	750	484	85	46	47	42
Congo	12	6	0.3	542	151	9.3	41	38	-
Nigeria	44	15	1.2	1619	445	20	44	46	24
South Africa	22	13	27	816	375	62	49	54	48

Gender-equal rights are declared in chapter 3 of the Human Rights Covenant ("The International Covenant on Civil and Political Rights" December 1986), and the abolishment of discrimination against women is proclaimed in "Convention on the Elimination of all Forms of Discrimination against Women" (December 1999). The fact that the gender problem is still referred to in the convention in 1999 reflect that it is taking time globally to abolish the discrimination against women.

## 2.2 Loss of the View That Human Development Is the Basis for Education

Human beings cannot grow to adulthood or live by themselves. They are protected and educated by their family and the community in childhood and puberty to develop into adults. Human beings are called an animal of possibility, and their growth completely depends on their environment and education. Human development is what enables the individual's possibility, the prosperity of the global community and

flourishing of culture. In this sense, education provides a great environment for human development. In reality however, education is losing its purpose. Although it is true that education can serve as a means, it should not be regarded as a means. Education should be regarded as a purpose.

According to the data on the school enrollment rate from the Statistic Bureau of the Cabinet, there is absolutely a shortage of teachers in elementary, secondary and tertiary education in more developed/developing countries. The number of students is quite limited and the percentage of women in the students is very small in many countries.

Observing education in Cambodia, Takashi Komai (2001) writes as follows; "During the Pol Pot regime, education-teachers, schools and teaching materials-was all destroyed. In 1999, there were 2.21 million pupils in 5274 elementary schools and 340,000 students in 503 secondary schools. The adult illiteracy rate is 29.8%, the male illiteracy rate is 17.1%, and the female illiteracy rate is 38.9%."

The biggest problem in education is the environment that is, the quality of teachers. Komai points out that, in Cambodia, "the enrollment rate is as low as 70%, and the dropout rate is about 50%. The salary of teachers is so low that absenteeism and corruption are rampant through out the nation.

Education is a global issue. Even in the advanced countries, rote learning and information/ technology education is predominant, while education to develop people with wisdom and cultured minds is set aside. In developing countries, there are no or few teachers and teaching materials as well as schools and money. Elementary and secondary education systems have not been established.

A right to education is declared in chapter 26 of the Universal Declaration of Human Rights (December 1948) and in chapter 13 of the Social Rights Covenant ("International Covenant on Economic, Social and Cultural Rights" December 1966). International efforts are required not to undermine

these declarations.

### 2.3 Decline of Literacy

There are some areas in developing countries where children's education is sacrificed because of the explosive increase of population or military conflicts and life in refugee camps. There are also other areas where children become victims of diseases caused by water pollution and food shortage and cannot take elementary education. In these areas, despite all the people's efforts, the literacy rate is declining, rather than rising.

The rise of the literacy rate is declared in section 14 of the Teheran Declaration (May 1998). It is urgently needed to make an action to raise the literacy rate by developing a concrete mid and long-term plan through international collaboration.

### 2.4 Decline of Education for Women

There are some areas in developing countries where education for women, (including girls) is sacrificed because of the explosive increase of population or military conflicts and life in refugee camps. There are also other areas where education for women (including girls) is neglected because of other priorities such as securing food. In these areas, the education for women is declining both in scope and quality, rather than enhanced. In general, girls are expected to be obedient domestic workers, and they are forced to give up their right to education. In some Islamic religious parties, women are strongly obliged to stay home, and they may miss the opportunity to have an education.

The abolishment of discrimination against women is proclaimed in Chapter 10, the equality of employment in Chapter 11, the equality before the law in Chapter 15, the abolishment of discrimination in marriage and family in Chapter 16 of the "Convention on the Elimination of all Forms of Discrimination against Women" (December 1979). It is necessary to improve education for women by

developing a concrete mid-and-long-term plan through international collaboration.

### **2.5 Excessive Emphasis on Knowledge and Rote Learning**

Even in the advanced countries, rote learning and information-focused education is predominant, while education to develop people with wisdom and cultured minds is set aside. This is a serious situation. Many of the leaders in the developing countries have been educated in the advanced nations, and they have had information-focused education systematically. Thus the information-focused education spreads through the developing countries.

### **2.6 Deviation from Quality-of-Life Education**

It should be pointed out that too much emphasis on information-focused education means that priority is given to a nationally uniform education. Such education is more for the nation and society and not real education to meet the needs of the community. It has been forgotten that the most important point for human education that education is for the society and vice versa. They should turn away from such education and redirect themselves toward "aesthetic education," that Tsunesaburo Makiguchi advocates, or life-creating education.

## **III. Human Development is the Basis for Education**

The essence of education is to develop the infinite ability of each individual, and this is what education should be.

In the Indian State of Kerala, they allocate their largest budget to education (50% at the highest). It is not that they overcame starvation and increased the education expense, but that they became more capable of fighting starvation by increasing educational opportunities. In Cote d'Ivoire, in 1989, they allocated 29.8% of the budget to education. As a

result, they were able to keep the food production rate higher than the population growth rate. In Bangladesh, on the contrary, they allocate only 2% of the budget to education.

Education is referred to in Section 19 of the Declaration of the United Nations Conference of the Human Environment (June 2002).

The Declaration has 109 recommendations, among which Recommendation 96 is about the environmental education. It recommends ① the Secretary General, organizations of the United Nations and UNESCO to develop an action plan for education, which should be given at the levels of educational institutions by an approach integrating a) environmental education, b) dissemination of findings of educational experiments, c) training and reeducation of professional staff, and d) new teaching materials and methods for environmental education; and ② UNESCO, WHO, FAO, UNIDO and WMO to promote research activities in these organizations and to facilitate setting up an environmental educational class at the international level in cooperation with UNDP.

The Tokyo Declaration on the Fund for the Global Environment and Development (February 1998) attempts to change the traditional concepts of growth and the direction of technology and calls for integrating environment and economy, as well as enhancing international cooperation.

The Brundtland Report, "Our Common Future," (April 1997) observes what kind of threats exist for the future generations, proposes a new concept of sustainable development, specifies the steps accordingly, and describes how to recognize our common future and how to take action.

In the "Rio Declaration on Environment and Development" (June 1992), which is written in the sonorous phrases of the Environmental Summit, sustainable development, eradication of poverty environmental-impact assessment, and international cooperation are systematically stated from Principle 1 to Principle 27, although achieving all these principles

is a slow process, as mentioned above.

"Agenda 21" (June 1992) is an action plan developed for the Rio Declaration. Agenda 21 is a plan for poverty eradication, changing the idea of consumption, preventing desertification and drought, sustainable farming and village development, technology, transfer, education, public information and training, and capacity-building. As mentioned above, some of these specific plans were successful, while others were not, and it is necessary to promote the implementation of the action plan.

The NGO Declaration at the Rio Summit (June 3-14, 1992) is very important. The "Convention on Self-Perpetuating Society and Environmental Education as Global-Based Commitment" of the declaration, although it seems to have been made up in rather a short period of time by a radical NGO and there are several inadequate points in the content, should be considered significant, because it was developed at a nongovernmental level. The Earth Charter, recently published, was also developed by NGOs in many countries, not at a governmental level. Regarding the environmental education, the declaration indicates:

Environmental education in and out of school shall promote the transformation and building of society.

Environmental education, whether addressed individually or jointly, shall foster awareness and action as a member of the global community.

Environmental education shall not be neutral, but based on ideologies. Environmental education shall be a political behavior.

Environmental education shall take a comprehensive educational method and emphasize interdisciplinary viewpoints.

Environmental education shall coordinate efforts to promote democracy, freedom and cultural exchange; they shall facilitate consolidation, equality and respect for human rights.

Environmental education shall be treated systematically in social and historical context; they

shall involve populations, health, peace, human rights, democracy, starvation and destruction of fauna and flora.

Regarding the principles of education advocate by "PETA," a Philippine NGO and an educational theater association, Toshiko Okazaki (1999) says ① education can never be neutral, ② education should be issue-raising, ③ education cannot go without collective efforts and dialogue, ④ education must affect and make a change in individual, community and social life, ⑤ education must be based on the public, ⑥ education cannot go without review and action, and ⑦ education must be something worthwhile for the participants in that it addresses important issues.

Minoru Murai (1997) points out that "education is an effort to improve children." When education is for the society, education is just a means; however, when the society is for education, education becomes a purpose.

The NGO declaration at the Rio Summit (June 3-14, 1992) also includes the "NGO Convention on Consumption and Lifestyle". Article 4 of it indicates, as a review of values, that we must be reminded that quality of life is based on the development of human relations, creativity, cultural and artistic expressions, other worldliness, awe of the natural world and praise for life, and that it is either fundamental or dependent on consumption of materials and products. It should be emphasized that quality of life is based on spiritual life, rather than material life.

In addition, the NGO declaration includes the "NGO Convention on Poverty". Article 2 of it indicates that 13 million children are dying of hunger-related diseases every year due to poverty, which is unbearable in the affluent society.

Human rights education is the base for human education. Eiji Yagi (2002) says "activities for human rights education should address ① economic, social and cultural rights, ② good administration, ③ the

international crime court that handles decriminalization and crimes for humanity, ④ Human-rights advocates, racism and discrimination.”

Finally, Chapter 2 in the “Law about Promotion of Human Rights Education and Human Rights Enlightening,” enacted in 2000, says, as a definition, “human rights education means an education, activity for the purpose of cultivation of respect for human rights; human rights enlightening means public relations and other enlightening activities for the purpose of spreading respect for human rights and enhancing the public understanding of it,” and in Chapter 3, it says, as the basic principle, “human rights education and human rights enlightening should be carried out by national and local governments, aiming at providing various opportunities, adopting effective methods, respecting the people’s self-initiative, and securing the neutrality of the implementing organizations for the public so that they have better understanding of respect for human rights and realize them according to their development level, through schools, communities, homes, workplaces and many other places.”

#### **IV. Strategies and Issues for Improving Literacy**

The United Nations International Literacy Decade (2003–2012) has been launched in 2003. Projects for improving literacy in developing countries have already been started by relevant UN organizations. It is hoped that these projects achieve good results. Literacy programs will be necessary not only for children but also for men and women who had no educational opportunity.

Poverty in developing countries cannot be overcome by literacy programs alone. Together with these programs, peace education to foster peace and culture is desired, as peace stabilizes the society and economy. Environmental education to live together with the natural environment is also necessary, as

sustainable development will be possible only when environments are protected and will not be realized if development destroys environments. It means the total human education is required.

Specifically, because educational situations are not consistent according to countries and regions, it is necessary to promote human education projects in each country or region, communicating with the local people to meet their specific requests. For that purpose, it is needed to develop teachers for the language of each country or region, for elementary school first, for secondary schools next, and for high schools finally, in addition to establishing teacher training organizations. As for the teaching materials of each language, it is necessary to develop materials for elementary schools first, secondary schools next, and for high schools finally. The country should select and develop the desired materials by an organization involving local people, while they may need to have these materials translated in many dialects.

Establishment of schools is the final step. In the past, schools were built first and then development of teachers and teaching materials followed; however, teachers and teaching materials should be developed first, as they take time. After these steps have been more or less completed, then elementary schools, secondary schools and finally high schools should be established, in cooperation with international NGOs and NPOs.

#### **V. Strategies and Issues for improving Women’s Education**

Due to family or religious reasons, women were not equally educated, compared to men. That situation should be overcome and women’s education should be enhanced. Together with the literacy programs mentioned in 4, it is desired to educate women on housekeeping and health, and to give them a total human education.



Specifically, because situations for women's education are not consistent according to countries and regions, it is necessary to promote women's education projects in each country or region. These projects should include fostering female teachers and developing complementary materials on housekeeping and health, so as to secure activities strongly related to literacy programs. It is necessary to make the program mandatory in order to secure elementary and secondary educational opportunities for girls and young women.

## VI. Strategies and Issues for Improving Lifelong Education

Tsunosaburo Makiguchi, in his "Soka Pedagogy, System," encouraged lifelong education. Jung defines lifelong education is something that helps a person to grow and develop, not only during the period from his/her childhood to adulthood, but throughout his/her life. In this sense, lifelong education is more significant.

Hiroshi Tsunogae (1998) also points out, "Lifelong education is learning activities or an intentional and planned educational process to facilitate people's growth and development toward a more desirable direction throughout their life. It should be, of course, done by his/her will and plan. A social educational system is also needed specifically to support it.

As Pascal said, man is a thinking reed. Lifelong education should be established for all the people to build and cultivate their characters. Lifelong education systems are required to meet various needs of motivated middle-aged and older people in every country and every region. Master's and doctor's programs should be more accessible, and correspondence education should be more expanded. The fundamental idea is to build a society where everyone can live happily, and for that purpose, lifelong education plays an important role.

The Education for Sustainable Development Decade

from 2005 to 2014, proposed by SGI Chairman Daisaku Ikeda, was adopted in the United Nations. In order to make it sustainable, as mentioned above, the total human education should be promoted, including not only literacy education but also peace and environmental education.

As for globalization, it should be realized that, before making any action, there are both positive and negative aspects to it. Joseph Stiglitz (2002) indicates that he believes that the globalization process, such as international trade treaties, and various policies enforced by advanced nations during the process should be fundamentally reviewed. Current globalization has too many negative effects for developing countries, and advanced countries get all the positive effects. Unless the problem is discussed internationally for improving the situation, there will be more conflicts and misery generated in the world.

In relation to globalization, Samuel Huntington (1998) indicates that in order to maintain the United States and West Europe, the western identity needs to be renewed, and that in order to protect the world's safety, the world's multiculturalism should be accepted. There are many ethnic groups, religions and ideas; however, a reminder is necessary that world peace and harmony is secured by our accepting each other. Westernism should be reexamined, as it is based on the prosperity of a certain area during a short period of time in the human history.

Huntington further points out that neither international collaboration nor isolationism, nor multilateralism, nor unilateralism will benefit the United States. In the past, the United States has been inconsistent about their external policy, advocating international collaboration in some times and isolationism in the other. Their inconsistency causes more difficulty for neighboring countries and does not do any good for the United States to survive. At the same time, neither multilateralism nor unilateralism, which the Bush administration is reportedly to be promoting, is beneficial for the United States.

As for the global society Martin Shaw (1997) points out that one of the major situations where the existence of the global society can be confirmed is the development of the global crisis. He says that it is the number of significant turmoils we share and the need to respond to them together that promote the formation of the global society, with which I perfectly agree.

About the global economy, Thomas Friedman (2000) indicates that, in the global economy, winners have them all. He says that is why there is a movement against globalization and he raises a question if those who do not have any benefits from globalization can survive. He also observes that globalization will lead to a catastrophe when it is "① too oppressive, ② too tight-knit ③ too invasive, ④ too unfair for many people, and ⑤ too inhuman." The global economy should not be just profit-pursuing, but be put under control internationally.

Spybe (1999) points out the negative effect of today's globalization on culture, indicating that one of the most important elements in globalization is that something global is slipping into our daily social systems and customs in the community, and that the certainty of the traditional society is being removed as traditional social systems and customs make way for cultural globalization.

Globalization should not destroy or promote a decline of cultures in many regions in the world. Rather it should protect these cultures and help them flourish.

## VII. Conclusion

Sustainable development is inevitable for eradicating poverty in developing countries. In order to make sustainable development a worldwide movement, we have to provide education for sustainable development. There are, however, many problems in achieving education for sustainable development.

In conducting human education, there should be a certain philosophy as a foundation. The Earth charter, which people from various countries have developed since the World Summit on Sustainable Development and on which they have gained an international consensus, including consensus from NGOs, should serve as a foundation to conduct education for peace, human rights and environment.

The preface of the Earth Charter says, "To move forward we must recognize that in the midst of a magnificent diversity of cultures and life forms we are one human family and one Earth community with a common destiny... it is imperative that we, the peoples of Earth, declare our responsibility to one another, to the greater community of life, and to future generations... we must realize that when basic needs have been met, human development is primarily about being more, not having more... we must decide to live with a sense of universal responsibility, identifying ourselves with the whole Earth community as well as our local communities."

The Earth Charter presents the philosophy and the norm to solve problems of today's world and future generations, and it is hoped that it will be ratified by many nations.

In this paper, I have discussed first the loss of sustainability, second the loss of the view that human development is the basis for education, third the decline of literacy, fourth the decline of education for women, fifth excessive emphasis on knowledge and rote learning, and sixth the deviation from quality-of-life education.

I also discussed, as specific measures, first that human development is the basis for education, second the strategies and issues for improving literacy, third those for women's education and fourth those for enhancing lifelong education.

Terumasa Nakanishi (1998) says, "People tend to behave as if there is no such problem when they encounter a problem that cannot be solved. If it is a fatal problem, however, a decisive factor is whether

or not we face the problem as soon as possible.

Human beings are at a divide of a road to survive and prosper or to decline and become extinct in the 21st century. It is the time for human beings to use their infinite wisdom to solve these problems.

### NOTATION

- [1] Shiratori is gathering as follows the people who live below 1 dollar by 1 day(1,000,000)

Place name	1997	2003
Eastern Asia Oceania various countries	464	446
Europe and Central Asia various countries	2	14
Latin America and Caribbean Sea various countries	91	109
Middle East and northern Africa various countries	10	11
Southern Asia various countries	480	515
Southern Africa various countries	180	219

- [2] It is gathering like table 1 at World Bank “The world economy and the social statistics” about the population ratio of 1 dollar by 1 day which shows a poor degree and the population ratio of 2 dollars by 1 day.
- [3] In UNDP report, it is gathering like table 2 about the millenium declaration goal and a progress state.
- [4] As for the average lifetime, at general affair Ministry statistic bureau “The statistics of the world”, it is gathering like table 3.
- [5] As for the intake quantity (the calorie) of the 1st of foods, United Nations statistic bureau “The statistical almanac in the world” is gathering like table 4.
- [6] It is gathering actual condition with non ward knowledge percentage like table 5 with United Nations statistic bureau “The statistical almanac in the world”.

- [7] It is gathering like table 6 about the elementary education, the educating in middle, the higher education, the number of the teachers, the number of the enrollment persons and the woman rate in General Affair Ministry statistic bureau “The statistics 2002 of the world”.
- [8] “The Declaration of the United Nations Conference of the Human Environment” has an overview, the following item. 1 the right and the duty of the environment, 2 the protection of the natural resources, 3 the resource which it is possible to replay, 4 the protection of the wildlife, 5 the resource which it is impossible to replay, 6 the harmful material discharge regulation, 7 The ocean pollution, 12 the environmental protection to help, 13 the development plan for synthetic, 16 the population policy, 19 the education, 21 the right and the responsibility in the country to the environment, 24 the international cooperation.
- [9] “The Tokyo declaration of the Fund for the Global Environment and Development” has an overview, the following item. 2 The change of the quality of growth, 3 the preservation and the reinforcement of the resources basis, 4 the realization of the population standard which is sustainable, 5 the turn of technologies and the risk manage, 6 the integration of environment and the economy, 8 the reinforcement of international cooperation.
- [10] The Brundtland Report “Our Common Future” has an overview, the following item. Chapter 1 The threat to the future, chapter 2 For the continuous development, chapter 3. The role of the international economy, chapter 4 The population and population resources, chapter 5 The safe food security and the maintenance of the latent productive capacity, chapter 6 The species and resources for the ecosystem and the development, chapter 7 The choice of energy and environment and development, chapter 11 Peace,

the safe security development and the environment, chapter 12 The recognition and the act in the future of the sharing.

- [11] "Convention on Self-Perpetuating Society and Environment Education as Global-Based Commitment" becomes like the following composition. opening 2-5, principle. of the environment education of the society for which it is possible to last long justly 6-21, act plan 22-43, adjustment, watch and evaluation 44-51, group which it should participate 52-60, fund 61-65.
- [12] "The NGO declaration at the Rio Summit" becomes like the following composition. opening 2, principle 3-22, act plan 2-351, cooperation, watch and evaluation 52-62, group which it should participate in 63, fund 64-68.
- [13] "NGO Convention on Poverty" becomes the following composition. The preamble 1-9, the act plan 10-24.

almanac 2002 in the world", Hara shobou Inc., p.101, p.76, 2002.

- [6] Social Democratic Party, "The data compilation peace, the human rights and the environment", p.45, 1999.
- [7] Thunokae Hiroshi and other, "The education in the continuing education times", Fukumura shuppan Inc., p.178, 1998.
- [8] Nakanishi Terumasa, "Country indeed, suppose that it doesn't die out", Shouei Inc., p.323, 1998.
- [9] 신광식, "국방부와 지방자치단체가 상생하는 군 부동산관리방안에 관한 연구", 한국전자통신학회논문지, 제6권, 4호, pp. 575-576, 2011.
- [10] 임종무, 강남훈, "토지비축제도의 활성화 방안에 관한 연구", 한국전자통신학회논문지, 제6권, 5호, pp. 749-755, 2011.
- [11] 이귀택, 민규식, "국유재산관리제도의 개선방안에 관한 연구", 한국전자통신학회논문지, 제6권, 5호, pp. 739-747, 2011.

**감사의 글**

이 논문은 2011년도 나사렛대학교 학술연구비 지원에 의해 연구되었음.

**REFERENCE**

- [1] Shiratori Masaki, "The politics economics of the development and the help", Touyou keizai simpousha Inc., p.24, p.40, p.41, p.45, p.49, 2006.
- [2] World Bank, "The world economy and social statistics 2000", Touyou shorin Inc., p.83, p.99, p.142, 2002.
- [3] UNDP The study of 2001 report, "New technology and the human being development", Kokin shoin Inc., p.31, 2001.
- [4] General affair aspect statistic bureau, "The statistics 2002. of the world", Hara shobou Inc., p.31, p.350, 2002.
- [5] United Nations statistic bureau, "Statistical

**저자 소개**

**김행조(Haeng-Jo Kim)**



2001년 건국대학교 행정대학원 부동산학과 졸업(부동산학석사)  
2005년 일본, 메이카이대학교 대학원 부동산학연구과 졸업(부동산학박사)

2007년~현재 나사렛대학교 부동산학과 교수  
2008년~현재 공인중개사시험 정답심의위원

※ 관심분야 : 부동산정보, 부동산개발