ACHIEVING SUSTAINABLE DEVELOPMENT GOALS THROUGH EQUITABLE EDUCATION

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Preface

The Sustainable Development Goal (SDG) framework represents a broad movement, encompassing a wide range of perspectives. SDGs have become a compulsory element for all businesses, regardless of whether they belong to the service or non-service industry, in their pursuit of long-term success. Every firm must adjust its culture, practices, beliefs, and values to align with the SDGs. Individuals, businesses, and societies should collaborate by engaging with all 17 diverse goals of the SDGs. One of the most crucial means of achieving the SDGs is through education, which not only enhances firms but also enables them to thrive in a competitive environment. The primary objective of the SDGs is to harmonize the development of existing businesses and propel them to their highest potential. The SDGs also focus not only on advancing social and economic factors but also on promoting the well-being of both present and future generations. The SDGs establish ambitious objectives for future generations, including reducing poverty, alleviating hunger, ensuring access to high-quality education and healthcare, promoting gender equality, and acting on climate change.

By embracing the SDGs, societies aspire to create a comfortable, balanced, and prosperous planet, offering improved living conditions and the possibility of well-rounded lives for future generations. In terms of the future workforce, the SDGs pave the way for transforming industries and businesses toward more sustainable practices. This transformation not only addresses environmental concerns and social inequalities but also unlocks numerous economic opportunities. Through the adoption of sustainable strategies, businesses establish new markets for sustainable technologies and products. Consequently, job opportunities arise in sectors like renewable energy, sustainable agriculture, and green manufacturing. The development of the workforce fosters innovation cultivates skills in emerging fields and promotes responsible business practices that harmonize profitability with social well-being.

The practices of younger generations, as highlighted in the book titled “Achieving Sustainable Development Goals Through Equitable

Education," underscore the pivotal role of education in attaining SDGs. This book focuses on empowering young minds to tackle global challenges, fostering a sense of responsibility, and engaging with valuable knowledge and skills. It elaborates on the entire process of nurturing young minds, starting from school and continuing to cultivate skilled minds as they enter the workforce. This book owes its completion to the unwavering effort and encouragement of UKM-GSB, who played a significant role by funding its publication through their fund (GPB-UKMGSB-2023). It provides compelling justification and demonstrates how the SDGs can be realized through education.

Firstly, the book justifies the vital role of education in achieving SDGs, followed by an exploration of the loan scheme burden borne by students in Malaysia, which has been a prevailing issue in recent years. The chapter also delves into the ability of borrowers to repay student loans. Subsequently, the book addresses challenges faced by higher education institutions during the implementation process, suggesting strategies to help administrators produce a workforce that appreciates and comprehends the SDGs in their future careers. The subsequent chapter delves into a comprehensive exploration of self-regulated learning methods with Education 4.0 components, which are deemed essential for 21st-century learning skills. Furthermore, the book elucidates the benefits of green training, including heightened environmental citizenship behavior, improved environmental performance among employees, and the promotion of sustainable career growth. The incorporation of green training strikes a balance between the economic and environmental objectives of organizations. The following chapter discusses the forward trajectory of human resource management and human resource development in public services in Malaysia. This is aimed at bolstering the country's digitalization sustainability and expediting the digital transformation of Malaysian public services. Finally, the book expounds on the level of implementation, challenges, and benefits of the Sustainable School Environmental Award (SLAAS) program in Malaysian secondary schools. This serves to provide up-to-date exposure to the community and all stakeholders involved in the education sector, both directly and indirectly.

This book extends our existing knowledge, and thus, we express gratitude for the divine inspiration that brought it to completion. While we invested substantial time and effort into perfecting this edited volume, we

acknowledge the inherent limits of human understanding that may have led to misinterpretations and unintentional errors. We remain appreciative of the constructive feedback we receive from all sources.

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