The issue of development as an urgent question is facing future challenges and is recognized along side with the efforts made to promote qualitative changes, aiming at the adaptation, activation, organization, and optimum use of efforts, capacities, and available potentials. So much is said about development, its characteristics, and related considerations. However, main features remain to show in this contest. These include objective participation of society, the endeavor towards adapting the features of advanced societies, together with observing social, economical and environmental specifications, and the changes which aim to fulfill essential needs, together with observing issues emanating from social changes.

**Keywords**: resources available, social change, civil society, responsibility

**Introduction**

The concept of development remains to revolve around a number of main circles which are related closely and directly to social, economical, political, and cultural sectors. It is a concept of a comprehensive substance; however, it remains to suffer from obstacles such as high selectivity during the direct dealing with these various and miscellaneous facts, which often represent real obstacles preventing focusing and determination.

The concept of “sustainable development” emerges from the huge changes and challenges facing the world, together with the huge developments enforced by production patterns and overuse of natural resources. The concept covers facts related to the content of change (Baker, 2006, p. 10), which includes the earth, society, and business sector, in addition to fulfilling essential and direct needs. It is essential to focus on maintaining achievements for coming generations, and to reconsider the way of dealing with environment, the possible hazards threatening the planet of earth, the persistence on economical development and instilling principles of equality, and social justice.

This concept provides a method of dealing with reality, with a focusing and clear vision. The final report of the Johannesburg Summit on sustainable development, held under the sponsorship of United Nations in 2002, defined the concept as “Promoting economical and social development and protecting environment on local, national, regional and world levels” (Bechmann, Gorokhov, & Stehr, 2009, p. 239).

Then, what are the bases of this definition? It is a presentation that depends on a sharply defined trilogy that necessitates the correlation between the three factors: the social, economical, and environmental. It is the demarcation of tasks and implementation condition, while the circle expands to include the situation of international cooperation, with special respect of specific characteristics. It is important to avoid falling into the circle of overestimation of expectations of additions required by sustainability on the concept of development, because a number of responsibilities will emerge strongly, especially in the fields of diversity and dialogue,
providing essential needs and meeting the social conditions.

**What Are the Elements of Sustainable Development?**

Is it stopping at great titles? Responsibility must take a defined pattern, focusing on the urge to have renewed vision of administration, and adapting competitive environment. Troubles must be dealt with profoundly and firmly: such as water shortage, high unemployment rates, high population increase, and education problems. Long term plans, transparency, abiding to law, and creating a balance between the culture of consumption and the culture of production, are main topics to deal with.

**What Is the Best Way to Deal With the Sustainable Sector?**

Is it through wishes, or through stopping at large banners, which are usually linked with the greater emblem? In fact, it is the aspiration towards performance steps, through the recognition of essential elements, represented in:

Planet Earth, is a place where there is a great responsibility to maintain and preserve environment, active administration, and the public, taking into consideration that human being is the highest value coordinating between public needs and those of the administrator and politician, profitability, as there is no value for any enterprise if it has no profit, however, it is the advantageous profit, which is directed towards public interest, and not towards one group or sector, through creating common values of cooperation and coordination.

**Development and the Future**

The concept of sustainable development depends upon the “continuity of growing earnings, and at the same time, preserving available resources” (Loucks & Gladwell, 1999, p. 76). This concept has been expanded beyond the economical scope, to cover more environmental, social, human, and cultural sectors. And, while the economical definition focuses on consumption operations and patterns, and the importance of preserving available resources over time, we find the human definition aims at focusing on population growth issues, developing health and educational services, studying the question of immigration from countryside to cities, and the growing move from suburbs to the city centers. The rights of future generations in life, development and growth, are taken into great consideration concerning the economical definition, provided it does not harm natural resources and the need to preserve them.

**Vision and Perception**

When there is direct connection between all social, economical, cultural, human, and environmental components, sustainable development takes a comprehensive dimension, depending on:

1. The vision aiming to achieve a kind of balance between development goals to achieve well being and having good services, and preserving cultural identity, on one hand, and the available possibilities, on the other hand.

2. The profound consideration of available and possible resources in our planet Earth, by setting an organized plan aware of the rational use of those resources, taking into consideration that these resources are subject to depletion, hence the significance of the role of shared responsibility.

3. Searching paths of development aiming to develop poor communities, through widening the scope of comprehensive activities, with the object of providing essential and constitutional rights, together with popular participation, and maintaining stability and security.

4. Activation of the role of poor and under developed communities and integrating them in the production
and development process, in addition to the establishment of participation culture, and working on providing essential needs such as: health care, education, housing, food and public services.

(5) Working on bridging the gap between the center and the suburbs, together with consolidating the efforts towards developing the suburbs to match the whole developmental picture.

(6) Working on building a special developmental experience, which is not an imitation or simulation of ready-made models. While the experience of the capitalist countries showed high profits, at the same time, it created more problems and issues such as global warming, ozone opening, and the extinction of a wide range of semblances of natural life. These issues represent a real threat to our planet Earth, as a result of the overuse and unbalanced use of resources.

Sustainable development is not just a cultural mode or an intellectual fad. It is in fact a human campaign and an international solid concern, expressing the deteriorated environmental situation of the planet Earth, in addition to the great gap between the North and the South in growth rates, where prosperity and luxury reached high levels at advanced industrial countries (Sung, Kao, & Chen, 2013, p. 194), while the rates of hardship and extreme poverty together with high rates of unemployment spread at poor communities.

And as a result of the serious and responsible response of international community to tackle this serious situation, the Earth summit was held in the city of Rio de Janeiro, Brazil, and which put the international community in front of its historical responsibility to maintain and protect the environment. Presidents and heads of governments of more than 108 countries attended the summit, and agreed on the principles laid by the summit concerning the sustainable future of the planet Earth for the 21st century. This aspiration is in harmony with the new vision, which adapts the comprehensive vision that integrates the economical, environmental, and social factors.

**Practical Dimension**

The Earth summit, held in Rio city in 1992, marked the starting point of a change in the concept of sustainable development, changing its meaning from theorizing to application (Rodwell, 2008, p. 54). The serious participation of governments, international and local organizations and bodies, in the implementation of the proposed agenda, which contained important recommendations concerning the threat of life on our planet, was a vital factor in enhancing that step. There was an orientation towards creating a sort of balance between human needs and available natural resources. From that vision, about 600 cities from all over the world started to think and prepare a future plan of action, according to the propositions presented at Earth summit of Rio. And, 80 developing countries began to establish special national councils for sustainable development, with the task of drawing the features of the implementation strategy. Major international institutions were part of that process, such as the World Business Council, which adopted the tripartite approach in sustainable development, based on (economic, environment, social). The United Nations Sustainable development committee, which emerged at the Rio Earth summit, worked on the activation of the role of civil society through calling for beneficiaries to enrich dialogue and exchange of experience. The United Nations then held series of international meetings and conferences, focusing on social development, and control of poverty consequences on societies. Hence, was Cairo Conference for Population and Development 1994 (Cliquet & Thienpont, 2013, p. 134), and then Copenhagen Social Summit Conference 1995, and later Beijing conference on women 1995 (Loures & Alistair, 2013, p. 254), and Istanbul Conference 1996 on cities. The United Nations held the millennium summit conference on 2000 in New York (Hildering, 2004, p. 4) where 147 world president and
chief of government approved the time coverage for implementation of the goals.

Whereas the Earth summit in Rio witnessed a well organized agenda concerning sustainable development actions, but the real efforts were evident in the interlacing of the three international bodies which are World Bank, United Nations Development Program, and UNHABITAT.

Allocations reached more than $4.2 billion, for granting developing countries different loans to promote environmental programs. From this point joint funding was highly encouraged to the extent that the allocations reached $11 billion. In Doha, 2001 the meeting of the World Trade Organization was held raising the slogan “Promoting an open, multilateral, and equal trading system, and working together for protecting environment and promoting sustainable development”.

On the other hand, in Monterrey, Mexico, 2002, governments vowed to follow progress on the track of sustainable development. Donors provided $30 billion to promote this conduct as it became more evident in 2006. The most important challenge that faced activators of sustainable development is the case of climate change, where they had the wish to implement the suspended terms of climate change Agreement was signed in 1994, by more than 165 countries, but the majors of industries where are uncertain about the limitation of gas emissions, which was a main cause in complicating the issue, and raised the planet’s temperature. This led to soften the ice layers and accumulated the risk of drowning small islands and coastal cities. From this, the direction was headed towards signing the Kyoto Agreement in Japan, 1997. In this agreement, a roadmap was set for the years 2008-2012 where by industrial states are obliged to eliminate their emissions. On the level of biodiversity, the protocol of Carthage, 2000, specified the limits of genetically modified products, and safe means of using biotechnology. In confronting the crisis of desertification, work was activated according to UN’s treaty on countering desertification 1996, where the direction was to find and address the various aspects of draught. In the field of countering dire fishing in the high seas, UN worked on activating the terms of the treaty signed in 2000, which organized fishing, and soothed the tension among riparian countries, and finally considering illegal fishing a crime. In order to conserve maritime environment and protect it from the impact of territorial activities, the program set for conservation of aquatic environment was adopted by most of the countries that approved the treaty signed in 1995 concerning this issue, in accordance to UN’s environmental program 1995, the phenomena of transporting toxic waste from rich to poor countries, was forbidden for its hazardous impact upon environment, this was crowned by the Stockholm treaty, 2001 that named certain forbidden industrial toxicants for circulating the blacklist contents. Since the year 1997, the International Forestry Commission was founded by UN’s Sustainable Development Program, as it aimed to conserve forests and control excessive exploitation. Finally, according to Montreal treaty 1987 the direction of producing chemical vehicles was confronted because of its severe impact on the Ozone layer (Shah & Ramamoorthy, 2013, p. 69).

Sustainability Considered as a Social Sign

How can we transfer the theoretical concept of sustainability to practical fields of life? Is it enough to simply repeat the agendas and schedules that were set forth by commissions, organizations, or governments that mainly point out the importance of the pursue to conduct summits, conferences, and good wills that are released by this side or the other, until the concept becomes a spreading trend, and we just try to keep up with the event by riding the tide, without a clear or precise acquaintance with the real goals and objectives, so it is clearly evident how important it is to be always near to the very core of the sustainability context. It’s all about the
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...risky future, that danger that is facing humanity (Hlavinek, Bonacci, Marsalek, & Mahrikova, 2007, p. 36), because of exhausting non renewable resources of earth; this is exactly the sound explanation of accumulating crises that earth is witnessing on various natural and ecological levels and that resulted in climate change and greenhouse phenomena that is a source of worry in many parts of the world. The case here is that can we actually synthesize a convincing formula to address this issue properly? The case is much more serious to be dealt with as a homework that has to be done! It’s the very danger that is threatening our lives. From which point can we react with sustainability? Is it from sensing certain danger? Or urging to be a big warning sign to others? Or is it the deep comprehension for the nature of this problem and directing all efforts to quietly and deeply solve it? Let’s take smoking as an example, in the past, it was a positive aspect of manhood from some societal points of view, in other societies, it was to fit the elegant impression a man would give especially that advertisements and commercials promoted this style of thinking, movie stars also had their share for supporting this propaganda, this attitude continued since it first appeared until the eighties of the twentieth century. From that date on the image was reversed, where in cinemas, the smoke goes with the bad guys! Advertisement also had an opposing conduct with all those warning signs and disgusting effects of smoking that were hardly pointed at before. Finally, the laws and regulations that prohibit smoking in public, as this went on the limits of this habit lessened dramatically.

Sustainability as a Challenge

The whole issue is related with gathering the efforts to create an example of comprehension of a certain phenomena, based upon the active factors that actually affect these phenomena, by studying the following:

Practical identification was earned from economic, social, and cultural lessons. We need to identify the weakness in the educational, social, and economic systems that prevail. The need to draw the limits of possible change in the social and cultural fields in addition to the nature of dealing with concepts and ideas, efforts need to be focused upon human development byactivating the economic sector and vitalizing the role of the civil society, political transformation, and attending the personal life of individuals. Finally, we need to integrate sustainable development into the institutional and scientific structure of education and schooling.

How is it possible to sense the trigger of sustainable development? What are the most important and the most feasible in this direction? As we go through our priorities, we need to identify our main routes, so could this be achieved through integrating sustainable development with education? Or can it be achieved by directing the educational process towards sustainable development? Are we back to the chick and the hen, which came first!

Educational Sustainability

We need to admit that no sustainable development is to be sought without a reliable educational system that is stable and outstanding. This model of education would remain in need for sustainability, where we consider expanding the educational circles, directing all efforts that would result in promoting free education, compulsory education, and providing equal high quality education, all this follows the nature of knowledge systems and cultural patterns that prevail and which are based upon the idea of freedom and equal rights. The need to bridge the gap of civilization and provided services between cities and rural areas, considering education the optimum social value, to escape the ideals and flow into reality by depending certain educational processes and through studying and reviewing the social, cultural, and historical transformations that took place.
What’s wrong with integrating the social considerations with materialistic ones? What’s the value of education if it stands totally helpless when needed to meet the social demands, or provide it with well qualified cadre that could control its responsibilities in the labor market.

No sustainable education could be sought without reviewing the faults of the very educational institutes, starting from preparing a qualified teaching staff that can keep up to date with the rapid changes the world is witnessing every day. There is a revolution in all aspects of science, big leaps in technology, and tremendous development in communications (Balaswamy, 2006, p. 1), therefore the teacher must be in direct contact with all those changes, to ensure full communication with the students. This is not far from the dire need to develop the human resources, the deep and significant search in the humane interior; all these are to provide better life standards through variation in resources. It’s the comprehensive composition that unifies different economic activities and setting them in interaction within society itself, where we find a pursue to balance between the present and future.

What is the goal achieved from educational sustainability? Is it to expand the field of education and schooling, attending traditional inputs and outputs, urging efforts to set up to date curriculums? Is it to keep up the argument about the difference between the methods of instructive and analytical teaching? Is it to separate between specifications, and make way for a social context to get through, where families urge their sons and daughters to study elite specifications (Matra, 2002, p. 12), where other fields are looked down at, especially when the goal becomes the degree by itself. This is a totally different course where we try to build up a society of knowledge, a society that aims to produce, utilize, and socialize knowledge, in various aspects considering the importance of “economic growth that relies on promoting production, activating the role of NGOs, political participation, promoting man’s health, education and wellbeing”.

The society of knowledge is a comprehensive system that requires efforts to be made for interacting with continuous changes that the world is witnessing today, in fields of technology, communications, and this ongoing revolution that is restless and impatient. A rapid developing world that is based upon competition, changes in patterns of consumption, and the intense changes in market demands. The world of virtual and symbolic relations, where the E-cards, E-governments, ABMs, computers, satellites, mobiles, and nanotechnology, a world with a non-stop search for alternative energy and green villages, a world confronting pollution, carbonic gas emissions, by pursuing to reach a fluent system far from traditional and routine styles and models. The changes that the world is witnessing need us to be combined within the instant of knowledge, that of symbolic economy and digital science. This type of pattern requires continuous search for competencies and qualifications along side with follow up, training, and rehabilitation in order to be apt enough for competition, therefore no option is left other than continuous training and building qualified capacities (Cronin, 2013, pp. 1-5), continuous follow up of events, urging continuous learning, creating an innovation enablement environment, and having sharp awareness of the transformations of the labor market where there would be an instant respond to change the course of specification in the case it contradicts with the demands and requirements of the labor market. This said, we conclude that the society of knowledge requires a human natured environment where capacities are activated in decision-making, sound employment of available technology, and digital means, by a productive mindset not a consuming one.

Quality of Education

The concept of quality is to provide equal opportunities to all in qualitative education, without any sectoral
or societal differences or discrimination; this would be the cornerstone of continuously growing and developed education that would provide required skills that create qualified cadres that are apt to meet the demands of society. From this it is evident to stress upon the importance of encouraging continuous learning, where building the teacher’s capacity is sought by conducting courses, scientific meetings, and enhancing scientific research (C. Jaeger, J. D. Tábara, & J. Jaeger, 2011, p. 153) in an environment that encourages dialogue, participation, and recognizing others, depending certain means that promote creative and innovative thinking, to create a high qualified staff that can actually meet the demands of its mandate in a competent manner.

Quality education cannot possibly reach its goals if not freed from the isolation that the educational institute is witnessing today. The required type of education is that of deep interaction with different situations and social circumstances, from this it is clearly important that sources of finance are a prerequisite through urging different institutes that are active in the labor market. The issue has nothing to do with paternal care, but focuses on linking education with the actual needs of these institutes that emerged from realistic and direct situations, and not merely a conventional style of teaching, where students spend many years in order to reach the ultimate goal which is the degree regardless of the quality of knowledge acquired, a study that focuses on passing exams, no more.

No quality education can be sought without depending professionalism and preparation of an apt teaching cadre with high professionalism, which at the same time is totally aware of its cultural and moral responsibilities, for education is far from merely lecturing a group of students, rather, the educator resembles the radar that discovers the potentials, talents, capacities and intellectual abilities. All these could only be achieved through the implementation of scientific activities, where the teacher plays the major role in training and crystallizing these abilities by providing a critical mindset environment, where there is serious acquaintance with ourselves and others, the investigative and precise follow up of the origins and modern directions of certain beliefs, those that are logical, ready set, traditional, and modern. At the same time promoting dealing with technology (Baker, 2006, p. 105) by this, the educational process would be productive by benefiting from development, improvement, and feasibility and not turning out with finding computers merely an accessory for internal design purposes in the educational institutes so as to be described trendy.

Educational sustainability is a creative approach that requires intensifying the efforts towards controlling the overall efforts and practices which by the culture of follow up grows deeper and where by assessment would be the basic scientific standard of identifying progressive interaction within the educational institution. It should be in remote of being manipulated as the risky edge of the educational administration or student, raising productivity and competency, achieving civil service disciplines, transparency, and finally working in the direction of preserving the continuity of the educational institute.

Educational sustainability remains the compass towards activation, change and being responsive to the changes and transformations witnessed on ground. Therefore, the culture of dialogue, discussion and searching available alternatives continues to represent the ongoing concern, from this it is clearly important to adopt the administrative decentralization system for it is the most flexible in achieving higher rates of growth and development within the educational institutes.

The educational system is constructed upon the foundations of “educational environment, operations, inputs, outputs” from this quality education which is related directly with providing those elements, in response to the needs of society, by ideal investment and continuing pursue to implement the educational body’s plan, in accordance with the objectives of the educational system and students. From this, it is evident that quality
education is the means of conveying the educational system from the sky of conception to the grounds of reality (Tilbury, Stevenson, Fien, & Schreuder, 2002, p. 17) via a number of direct, active, and practical goals, where focus is set upon compulsory basic education and the eradication of illiteracy. At the same time, facing the calamities of poverty, famines, and joblessness, creating job opportunities and emphasizing upon the culture of enablement, as an alternative of marginalization. Embracing the efforts made in the direction of maternal and child care, with a special care towards childhood development requirements considering it the basic phase for any further steps. A method to create an educational system combats illnesses and plagues. An educational system includes environmental perspectives as part of its priorities in addition to raise the awareness of the importance of adopting the culture of participation in a world trespassing more and more barriers everyday.

**Human Sustainability**

Human development here is represented by means of focusing on human significance through intensifying the efforts towards supporting the human role for taking over the economic, social, and political responsibilities. The basic elements are: education, health and income, in which the focus shall be on the deep study of necessities of production which depend on nature whereby the obtainable resources, and the way in which the nature could humanly be dealt with. Moreover, the human significance is considered as lawful dominant means regarding its value and the relevant legislations of worker’s rights and duties, salaries and work regulations, capital, the capacity of projects financing and investment. There are certain points that should be reviewed such as political and economic systems, legislations that regulate the relation between the state and society on one hand, and the possible and available regulatory fields, standards of social structure, and the relations of its influential groups on the other hand. There are specific standards for wealth distribution in terms of transparency and participation that corroborate for the constructive dialogue, and prevalent culture and thought dimensions in a society. However, this distribution considers the manner on thinking and dominating mode of relations, and the manner of social application for certain concepts such as production, consumption, development, progress and public utility.

The comprehensive and general view is apparent in more than a field and sector, for example, human development pursues utilizing the available human resources through looking forward the perfect and equal distribution population density, enhancing living standard. In the attempt to improve the living standard, there should be a consideration for applying purposely health services, intensifying the efforts for codifying laws concerning the work right, salary rising, and worker’s competence and skills. All these matters also have to be enhanced. There should be an obvious benefit of technical progress (Hettne, 2008, p. 52), and effort interacting through the deep understanding by way of its production and consuming treatment that accords to the necessities. Hence, the interest in the administrative planning and following the manner of interactive administration can be considered by means of understanding the accomplishment and production, and confirming the invention and equality, justice, and human treatment, and giving up the class and group tendency in order to set up a political society depending on the participation and freedom of speech (Godemann & Michelsen, 2011, p. 189) that emerges from the awareness of responsibility and democracy.

**Conclusion**

Sustainable development concept is based on the following elements:

1. Optimized investment of human resources available;
(2) Proper distribution of human density, and work to raise the standard of living of the population;
(3) Improve the level of health services, and look toward raising the age of life expectancy;
(4) Improve wages and working to raise the efficiency and skills of workers;
(5) Investment technological developments;
(6) Work on the analysis of consumption and production policies;
(7) Interests administrative planning;
(8) Adoption of interactive management style;
(9) Encourage innovation and initiative, and team spirit;
(10) Establish the concept of equality, justice and humanity;
(11) Activating the role of democracy, and building participation and freedom of expression community.

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