

# Curriculum Analysis Regarding Education Sustainable Development Content: Society, Environment, And Economy

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## ABSTRACT

Sustainable development is an integral part of a successful and planned society. Therefore, this qualitative study investigated the status of education sustainable development (ESD) at all three elementary levels of Punjab, Pakistan. This study explained the status of ESD in social study curriculum and social study books of all three elementary levels. The convergent design was used to achieve the objectives. The content analysis was a source of data collection. The sample of the study was comprised of social studies curriculum and textbooks of elementary level. It has been found that the term sustainable or sustainable development did not practice in the curriculum and in textbooks. Content analysis of the curriculum showed that curriculum at elementary level needs to improve. Key challenges recognized in the curriculum and social study textbooks of elementary level grade 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> were lack of sustainable development competencies and lack of advanced terminology in the curriculum regarding SD. This study also found that there is an extreme need to prepare a curriculum that covered the best knowledge and practices on sustainability and its development. Further, this study recommended that the Government of Punjab need to either develop a social study curriculum about ESD according to developed countries, or follow best practices and framework of the curriculum of other countries.

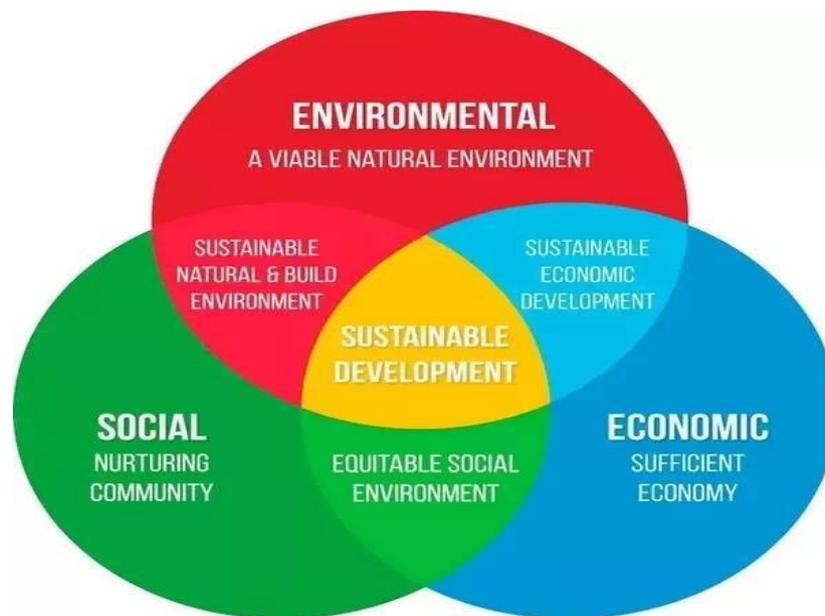
**Keywords:** Education for sustainable development, Social Studies curriculum and Textbooks.

## Introduction

### Sustainable Development: Background

Sustainable development is a part of proceedings and discussions to develop environmental, educational, and energy projects (Nikel & Reid, 2006). It was emphasized by the UN sustainable development agency that would be

implemented immediately because we are facing imbalances in the relationship of living things with the environment. This part will discuss sustainable development and the hurdle faced in sustainable development, while the detailed region is presented in the next sections.



It was reported that the crisis of the universe has been increasing day by day. Most of the entire world has adopted the latest evolution of science and technology, including underdeveloped countries (Marques, Basset, Brey, & Elliott, 2009). Since then, modernization was considered the concept of sustainable development and continuous progress into consideration the economic, environmental, and social point of view. However, the prospects in the coming future were excluded from this discussion (Elliott & Davis, 2009).

The traditional way of development is a big controversy among researchers and policymakers. Like, most of the ecological scientists believed that sustainable development achieved through utilizing the natural sources of the ecosystem rather than relying on the physical and materialist things are beyond materialism (Laurie et al., 2016). According to the reports of the sustainable development commission, the period of unsustainable development has been increasing in alarming situations, so we should change our living strategies immediately (Kanapathy et al., 2020).

Sustainable development is not a new process for anyone in this era. It has been adopted and used successfully by

developed countries of the world for many years. But, the way of executing and spreading sustainable development has been changed since 1980. Most of the time, it has been considered important just in the education sector for research activities, in this regard many journals (Alelaimat & Taha, 2013) have specified their issues for sustainable development like “Land Economics and Conservation Biology.” Sustainable development is a way of fulfilling the needs of humans in the present era without affecting the future population's capabilities to fulfill their needs besides all these terms and definitions of sustainable development. A few more definitions have been under the matter of discussions, such as (Gokool-Ramdoo & Rumjaun, 2017; Hedefalk et al., 2015).

**Types of sustainability.** There are three types of sustainability.

i) Social sustainability. Here is an important thing that can the well-established institutional structure keep on conveying the specialized participation consequences to definitive end-clients. Sustainability cannot be achieved if the access to the management has been stopped for technical units or if they are not providing the proper financial support to

management for sustainable development (Labadi, 2017; Land & Michalos, 2018).

ii) Economical sustainability. The concern of this type of sustainability showed that it could benefit from technical cooperation continues to increase even after its termination. The incorporation of new varieties to the cropping system will not be beneficial if the marketing hurdles for the said crops were not satisfied. In the same way, the sustainable economy would not be beneficial if the customers relied only on the inputs (Purvis, Mao, & Robinson, 2019).

iii) Environmental sustainability. Deals with situations like is there any chance for the beneficial technical cooperation products to alter environmental constituents physically or socially. The drawback of ecotourism is that it might itself continuously pulverize the same qualities that appeal to the ecotourism – particularly in exquisite conditions (Sengers, Wiczorek, & Raven, 2019).

### **Education for sustainable development**

Sustainable development is the period required to prosper continuously then education can be considered as a premium way of learning about sustainability for example; how to achieve it and in how many durations? Before investigating its related teaching method of support, a superior comprehension of 'training for the sustainability of events' and the on-going discussions are important (Cecconi, 2019; Clifford, 2014).

The connection of sustainability in development with education arises side by side since the very first introduction of sustainable development. This connection was supported by the research findings of who claimed that education aims to build consistency and responsibility in society. In this regard, sustainable development is considered the by-product. Training and

educating the students not just empower youngsters to be better individuals for a manageable future (Marques et al., 2009). Yet, besides legitimate influences, the plans of achieving sustainable development in the accompanying three zones: usage, dynamic and personal satisfaction.

As indicated by (Crocco et al., 2013) in the UK, 'the upcoming arrangements might be found by the kids of this time. McKeown (2002) likewise affirmed the correlation between instruction and sustainability and found that horticultural efficiency, resident's expectations for everyday comforts, ecological security, and the power of ladies would all be empowered by educating them. As she contended, in numerous nations, low training level creates hurdles in the achievement of advancement alternatives and plans for a practical future, while a more elevated level of literacy makes 'greener' and more businesses and works sustainable (Geissdoerfer, Savaget, Bocken, & Hultink, 2017).

People's literacy level has been consistent, considered a fundamental and important device for advancing and improving people's capacity to manage SD issues. Vast majority on the planet appears to be ignoring the current genuine impractical issues with no feeling of risk and blame. Confronted with a genuine emergency, a few specialists found that realizing, which assumes an essential function in adjusting human's perspective towards SD, has been believed as the immediate way of addressing this critical situation (Orr, 2004).

Simultaneously, since manageable living is another example for people from the 1990s, individuals additionally require a vastly improved comprehension of SD issues through teaching. To arrange, convince and help specialists to authorize extremist approaches and set up the thoughts and strategies as a regular occurrence finished up, the diverse

reasoning and practice on living, which results from teaching, generally decides about the sustainability in the coming future. To inspect the purposes of perspectives and further distinguish the impacts of education for achieving sustainability, the idea of education itself is examined beneath (Clifford & Joseph, 2015; Crocco, Marri, & Chandler, 2013).

### **Education Sustainable Development in Pakistan**

Pakistan is one of the nations that have consistently assumed a functioning part in the assurance of global objectives for public improvement. Interestingly, Pakistan has lingered behind in accomplishing a large portion of the worldwide objectives, for example, the same literacy level for all, polio elimination, and atmosphere alleviation (Clifford, 2014; Clifford & Joseph, 2015). Pakistan is currently unable to address the developing number of difficulties on different fronts. The only possible way of overcoming these deficiencies in education. At the public level, the Federal Government of Pakistan has found a way to audit past projects, arrangements, and plans so that exercises can be gained from the past, and arrangements should be made for the future (Kopnina, 2014).

Generally, if Pakistan's education system were not improved, then there would be no prosperity in scientific and economic considerations. ESD attention should be on advanced education to assemble various opportunities for human beings with the information and abilities to fabricate an information economy competitive to the world. In this Vision 2025 report, the Government of Pakistan centers around three sustainability parts: financial, social, and ecological. In the social space, this vision presents social patterns. For evaluating the performance of the residents of societies mainly, the young

generation to the beat approach is the demographic approach (Cecconi, 2019).

The basic purpose of the 2025 vision is to train the highly skillful youth in the coming three years, who will bring prosperity to the economy of the country in a sustainable manner. The check on population growth for the next three decades is essential for overcoming the challenge of youth, providing them quality education, and their well-being and quality life. The plan and vision mentioned previously also focused on the environmental aspects.

Currently, global warming as a consequence of changing climate is one of the basic hurdles in sustainable development. Climate change has negatively affected the entire world's environment. So, proper plans and policies should be prepared to address climate change for environmental protection. It was suggested that alternations be made to solve environmental issues, such as recycling waste material and spreading awareness among people, etc. The natural reservoirs should be used sustainably to save them for our future generations. This can be possible through education (Clifford, 2014; Clifford & Joseph, 2015).

### **Sustainable development Goals**

The aims of the millennium development goals are considered the ancestors of sustainable development. The MDGs were received in 2000 by governments to gain worldwide ground on poverty, education, well-being, hunger, and nature, which were consistent till 2015. Later on, the policymakers from US MDGs collaborated with New York, and they both decided to adapt to the innovative strategies for sustainable development. The world chiefs swore their promise to the new '2030 Agenda for Sustainable development', incorporating 17 general and

groundbreaking SDGs (Crocco et al., 2013).

Two auxiliary social study educators tested their students for their activities utilizing different subjects. For example, "maintainability of social issues" like saving water by recycling the used one and limiting the use. He inferred that, given the unmistakable open doors for intellectual activity, the work was inalienably worried about citizenship training. In short, By and large, these three examinations represent that connected sociology educators in exploring maintainability issues with students through various research activities during the lecture in class (Agbedahin, 2019; Esquer et al., 2012).

School education at the elementary level is an essential part and can play a vital role in addressing society's current issues. Now the most global organizations are emphasizing the empowerment of average income families; for this purpose, the major focus should be on the country's underprivileged areas; they should be given priority for the attainment of quality of life. Education I training assumes an essential function in the recently dispatched Sustainable development Goals (SDGs) (Allen et al., 2018). With a specific spotlight on improving life openings and results for the most minimized in the public arena, the SDGs were framed to expand on Millennium Development Goals' achievements (MDGs).

Furthermore, education not only polishes the millennium goals but adds to the objectives that eradicated poverty from society, suppressed the gap between rich and poor, improved the health facilities, and promoted harmony and peace among society. It is similarly important that education strategies benefit from the most thorough accessible information of the past researchers; this archive can direct specialists toward the regions of most guarantee (Awan & Hussain, 2020).

If we look at the history of education in Pakistan, we surprisingly found that there was no commission or department for the selection of curriculum for the students before 1972 (Barth & Rieckmann, 2012). The syllabus was decided just through the meetings, which were called just for the time being, and once the session is over, the group of dealing was dismissed. Later on, the government paid some attention to this matter and created a proper commission to do all the tasks in 1972. An essential component which recognized the education framework and educational program specifically, nonetheless, in every one of the four territories of Pakistan (Bascopé et al., 2019).

The current ways of educational plan advancement depend on the middle outskirts approach, which accentuates in accomplishing the ideal destinations to be achieved as per instruction of the officials' objectives at the focal level, under the mandates of the instruction strategy. Such objectives will help in the formulation of school books and their content inside. The educational committees are formed at the provincial level, including the curriculum experts, school principals, and subject teachers (Martin et al., 2015). These committees work on the given format of textbooks provided by the commission and analyze it. After the acceptance of models, such provincial education board members conduct a trial at the schools' level before implementing the textbooks. Once these trials are proved successful, the report is being sent to the federal commission to work on it, amend the provincial committee's suggestion, and prepare a final draft that could be employed for the whole country (Hopkins & McKeown, 2014).

From the whole situation, it was observed that the ruling section made the final decision for the syllabus of textbooks is the central government. Any change or improvement in the textbooks is only

permitted by them (Barnard & Elliott, 2015). However, the books' final form is generally published by mutual consultation of both authorities (provincial and central). The reestablishment of the educational plans is either founded on 'research' or 'natural information of the subject experts dealing with the educational plan curriculum all in all or imported development from western nations specifically (Nousheen et al., 2020). Sometimes, contributor-driven advancements are likewise presented, and their effect on the improvement of training as a whole must be analyzed.

In our country, the schools are not supported and encouraged to implement their own established syllabus other than the ones approved by the central government (Davis, 2009). Educators are forced to utilize printed books that are affirmed by the pertinent common Textbook Boards, which goes about as 'watchmen' to ensure that recommended books are being used in the schools. In its roundabout, one of the Textbook Boards referenced that all the heads of schools, instructors, guardians, and students are mentioned to see that the course readings are arranged and distributed as per the government's policy. Not a single school should deny this fact (de Haan, Bormann, & Leicht, 2010).

These circumstances indicated that the elementary teachers, even in the higher studies, are bound to the government's particular books to diminish students' failure in the board exams prepared according to the content of textbooks approved by the ruling authorities. Public distinction and status of schools are primarily dependent on their students' significant accomplishments in the assessment.

## Main Findings

Textbook of class 6<sup>th</sup> there is no chapter about Economic (sustainable development) in content. The stated chapter named, Earth as a planet, Earth as a home for the Human Beings, Major Land Feature, Land features of Pakistan, Human Settlements and World population are mentioned in the above table. It is a gap in social study curriculum class 6<sup>th</sup> if we relate to Education Sustainable development. These topics related to Education, Sustainable Development, Earth as a planet, Globe, Maps and their Uses, Earth as a Home for Human Beings, the world's population Human settlement.

There were seven chapters in social studies of seventh class, and numerous topics were proposed by the Curriculum experts for the social studies curriculum. The curriculum of the 7<sup>th</sup> class is very good; Curriculum experts try to cover topics of social studies at the elementary level, in social studies of seventh class Context in Education of Sustainable development.

There were ten chapters in social studies curriculum of class 8<sup>th</sup>, and the curriculum experts planned many topics for social studies at the elementary level. These topics covered to teachers and learner's knowledge. The term Education Sustainable Development did not use in the Curriculum of 2006, but in the 8<sup>th</sup> class, some topics cover Education Sustainable Development. The like topics of economy and sustainability in the curriculum, but the environment and social sustainability are properly mentioned. Climate change of Pakistan, Natural disaster, Introduction to Modern Techniques in Geography, Neighbouring Regions of Pakistan, Problems of underdevelopment countries, Oceans and Seas including the chapter in social studies Textbooks.

There were 10 chapters in social studies textbook of class 8<sup>th</sup>, and the curriculum experts planned many topics for

social studies at the elementary level. These topics are covered to teachers and learner's knowledge. The term education sustainable development did not use in the curriculum of 2006, but in books of 8<sup>th</sup> class, some topics cover sustainable education development.

Specifically, it can be concluded that:

- There are linked topics with sustainable development but the term; ESD is not used in the social study curriculum at the elementary level. Social studies curriculum of class 6<sup>th</sup> has an effective curriculum, chapter 2, "Earth as a home for the human beings", chapter 5, "World population", chapter 6, "Human settlement" - connection to society (ESD). Chapter 3, "Land Features of Pakistan" - linked to environment (ESD).
- The results exposed linked topics with sustainable development but the term, ESD is not used in social study curriculum for 7<sup>th</sup> class at the elementary level. Chapter 7, "Agriculture" and chapter 11, "Transportation" - link to society (ESD). Chapter 1, "Physical State of the earth", chapter 2, "Denudation" chapter 3, "Introduction to Atmosphere", chapter 4, "Atmospheric temperature" - link to Environment (ESD). Chapter 10, "Trade", Chapter 11, "Transportation" - link with Economy (ESD).
- In the curriculum of the 8<sup>th</sup> class, many topics were linked to Education Sustainable Development. Chapter 8, "Neighboring Regions of Pakistan", chapter 9, "Problems of Under-developed Countries", Chapter 10, "Introduction of

Modern Techniques in Geography" - link to society (ESD). Chapter 4, "Natural Disasters", chapter 5, "Major Environmental problems", chapter 7, "Climate of Pakistan" - linked to Environment (ESD). Chapter 3, "Oceans and Seas" linked to Economy (ESD).

It is recommended that Government of Punjab need to either develop a social study curriculum about ESD according to developed countries, or follow best practices and framework of the curriculum of other countries.

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