



**Innovative Tandem
Collaborations**



The comparison of Implementation of Education for Sustainable Development in Geography Classes

(Case Study: North Rhine-Westphalia, and Iran)

The comparison of Implementation of Education for Sustainable Development in Geography Classes

❖ An international comparison of three topics; geography teachers' perception, students' learning and curriculum content (Germany-NRW and Iran)



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Supervisor:

- Prof. Dr. Alexandra Budke
- Institut für Geographiedidaktik



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- From the beginning of the Sustainable Development Declaration, education has been recognized as the **key and critical tool** for achieving sustainable development.
- Sustainability, the SDGs, and ESD are issues that can only be achieved globally with international cooperation.

This study aims to analyse and compare the implementation of ESD in Iran's and Germany's geography classes.

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The traces of education's role in significant events related to SD:

- **(1992)**, chapter 36 of Agenda 21, is the starting point of the idea of ESD,
- **(2002)**, definition the years between **2005 and 2014** as the **DESD** by the United Nations General Assembly,
- **(2015)**, setting up the SDGs - known as the 2030 agenda



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

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As efforts to achieve sustainable development expand and the goals of this approach evolve, the role of ESD as a practical solution is strengthened.



“Read with me”: A plan for making quality books available for children, Nominated for the “ESD” award of UNESCO, Japan, 2016

Source: <https://ketabak.org/content/10232-%C2%A0>

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Research Questions:

- In how far are sustainable development and its dimensions addressed in the geography curriculum and text-books of the case studies?
- *To what extent have the geography teachers in the case studies been successful in taking practical action to implement education for sustainable development?*
- What understanding do pupils in Iran and Germany have of topics in the field of education for sustainable development?
- *What are the successful strategies in educational policy and didactics of geography to implement ESD in the case studies?*

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Research methodology:

☐ Qualitative:

- Analysing interviews of teachers (20 teachers from each country)
- Analysing interviews of students (30 students from each country, grades 7 - 12)

☐ Quantitative:

- Analysing students questionnaires (180 students from each country, grades 7 - 12)

☐ Content Analyses:

- Analysing curriculum and books

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Making Sustainable buildings for schools, *Sistan & Baluchestan, Chabahar, Sayd Barjadgal, Iran,* Among the 20 finalists candidate for the *Aga Khan Award in Architecture, 2022*

“This school was designed and constructed with weather-resistant materials and thatched roof in order to be less hot in the summer and less cold in the winter.”

Source, Tasnim News,

<https://www.tasnimnews.com/fa/news/1401/09/02/2807368>

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Iran:

- *A geography teacher using argumentation method with grouping the students to explain the importance of tourism for the Middle Eastern area in the way to sustainability,*
- *Lesson: Economy of Southwest Asian countries Grade 8*

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Iran:

- *A geography teacher grouping the students to review the chapter in “Biosphere; the amazing diversity”*
- *Lessons: Distribution of world ecosystems, and Ecosystems are in danger*
- *Grade 9*



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Iran:

- Integration of immigrant students; Acceptance of cultural diversity, on the path of sustainable development
- *A student from Afghanistan, wearing her traditional clothes, presenting the Afghan culture to her classmates.*
- *Grade 9*

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Iran,
Sistan & Baluchistan,
Iranian teachers try to fight
against poverty through
education.



End Poverty
in All its
Forms
Everywhere



THANK YOU
FOR
YOUR ATTENTION