

Gap analysis of Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) in Pre-Service Teacher Education Curriculum of Pakistan

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Abstract

The purpose of the study is to find out the themes of Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) in the Pre-Service Teacher Education Curriculum (Elementary). Target 4.7 of Sustainable Development Goals stresses upon learners to get the knowledge, skills, competencies and values related to GCED and ESD. These themes were taken from IBE (2016). The curriculum was evaluated for the content knowledge, the competencies, and pedagogical approaches to find out if subject outlines of B. Ed. Honors has the key terms related to GCED and ESD themes. Qualitative content analysis was carried out for identifying GCED and ESD with predetermined (A-Priori) themes. It is a descriptive study. The output was shown in percentages and graphs with a descriptive explanation. Findings showed there is no theme related to Health Education. Teaching of Social Studies subject only had adequate GCED and ESD themes for content knowledge. Abundant themes of GCED and ESD were found in the Competencies and Pedagogies. It was concluded that B. Ed. Curriculum has insufficient themes related to Target 4.7 and revision of curriculum was recommended.

Key Words: *Global Citizenship Education, Education for Sustainable Development, Pre-Service Teacher Education Curriculum, Target 4.7*

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Introduction

We have only one planet earth and with limited resources there is an obligation on every individual to safeguard the nature so that not only the people living in this generation rather the forth coming generation also have sufficient natural resources. Peace can be established only when the society has all their basic needs fulfilled like that of education, health and livelihood. Helping one another to prosper and remove poverty must be the goal of people living all around (Desa, 2016). For this purpose we need to adopt sustainability, and Education for Sustainable Development says that every individual has the right to worthwhile education. In 1948 United Nations emphasized upon the rights of all human beings, where right to be educated was considerably stressed. Every nation is duty-bound to offer better quality education for its people as it benefits both the individual and the state. The benefits of educating oneself are enormous. It enables to remove ignorance, eradicate poverty, increases awareness for diseases, enhances opportunities for jobs and allows to attain conflict resolution and problem solving skills. Various research studies have concluded that one additional year of education add to a definite amount of increase in the earning of people (Didham &Ofei-Manu, 2015). The present learning focus must not be, only on cramming of facts but it must enable the individual to be able to comprehend multifaceted concepts and be able to think inventively, come up with novel ideas and solve complex issues, get new solutions and be enabled to think differently and become capable to express themselves in writing and speaking and develop proficiency in logically processing and enable oneself to work in diverse circumstances. Learning must not stop after a certain period of time/age rather it should continue throughout ones' life (ET, 2008).

After the culmination of Millennium Development Goals several important personalities from all over the globe gathered together along with some UN expert agencies at the Global Education Forum. They included the top administrators of all nations, the public and private, government and non-governmental, business and all other stakeholders to talk upon the future of the Education Agenda 2030 of the Sustainable Development Goals. Goal 4, in this agenda is dedicated for the attainment of inclusive quality education for all and the continuity of education throughout the life. According to Education Agenda 2030, every individual was entitled to have equal opportunity for best type of education to become a capable and beneficial member of the society who could develop tolerance for promoting peace and contribute towards prosperity of the society. It was decided to include all especially the vulnerable

members of the society including girls and other disadvantaged groups to get education, as the rewards were supposed to be manifold. The prospects of SDGs are more as compared to the MDGs as they cover all age groups and levels of education. They are more market oriented and dedicated for all countries of the world. The significance of Education Agenda 2030 Goal 4, is to educate the people for sake of saving this planet for future generations, making people prosperous because when people are provided core necessities of life, they achieve peace and work together (UNESCO, UNPFA, UNICEF, & UN, 2016). This agenda proposes the individuals to continue learning right from childhood to the adulthood and continue it throughout their lives. Sustainable Development Goal 4, comprise of seven broad aims and three executing means. In all the targets, Target 4.7 specially addresses the learners to acquire the knowledge, expertise and proficiencies for Global Citizenship Education and Education for sustainable Development so that Education Agenda 2030 and the other remaining Sustainable Development goals are accomplished (UNESCO, 2016a).

Citizenship is the practice of being bestowed with the privileges, obligations and duties to live in a state as its members. Citizens follow the rules and regulations and enjoy the privileges as members of that particular country. It is basically a link between the individual and the state (Hina, Ajmal, Rehman & Jumani, 2011). Whereas educational experts in the world over are focusing upon citizenship which is beyond the national boundaries to cover the broader sphere. The world is more interconnected with the improvement in the information and communication system now than any time before and we are now facing more global challenges like poverty, illiteracy, global warming, conflicts, terrorism, and pandemics like Ebola, Sars and now Covid-19. People are migrating in search of jobs, to find peaceful places to live and for studies. People holding dual and multiple citizenships have privileges in these countries. All such global trials require global engagements to live in peace accepting the differing cultures and prospering together. Majority of the people agree with the fact that it is only through education that an individual can develop better understanding for the human worth, peace, uniqueness of cultures and responsible consumption. Therefore the learners are required to be imparted the understanding, expertise and capabilities for adopting the eminence of “common humanity” and feeling of association with the world community. Global Citizens are those who are not only cognizant of their own obligations and civil rights in their own country but also share their sense of belongingness to broader world. They behave more responsibly in fiscal, civil, cultural and societal domains of life (UNESCO, 2017).

After framing of Sustainable Development Goals in 2015, it has become mandatory to every state who holds the membership of United Nations to keep track of SDGs. Especially in education, the themes of GCED and ESD as per Target 4.7., either they are included in Policies, Plans, Curricula and the Text-Books of their countries. As Pakistan is a member of United Nations it is obligatory for us to ensure its integration in our key documents. And to see whether our Educational systems are fulfilling the required Global aspirations or not. Hence the researcher endeavored to map out the Curriculum of Pre-Service Teacher Education (Elementary level) to search for the presence of the themes of GCED and ESD (UNESCO, 2016b).

As Pakistan is the signatory for the SDGs, this study will be very appropriate to all main stakeholder to know the importance of Target 4.7 and its inclusion in the vital documents of our country, especially for [Higher Education Commission of Pakistan as it is the key organizer of making reforms in tertiary education and for the Global Education Monitoring Report Committee](#) as through this study it will become possible to monitor the progress on attainment [as mentioned below](#):

“Member states are asked to report whether the following topics are included in their curricula and, if so, at which levels of education and in which subjects: peace and non-violence, human rights and fundamental freedoms, cultural diversity and tolerance, and human survival and well-being” (UNESCO, 2016b p. 289).

Literature Review

Every citizen has the right to education. To attain the individual autonomy and empowered position only education can be a way out. If people are ignorant they cannot enjoy the fruits of peace and prosperity. People get economically and socially elevated only through education. Without any discernment of religious, political, economic or social status education must be imparted to all (UNESCO, 2000). Similarly only through education people realize about the privileges of fellow human beings, the pleasure of peace, the importance of women equality with men, the fruits of being healthy and the obligation of using resources with prudence and responsible approach. This approach should reach beyond the nations, regions and the national boundaries. The course and its subjects must stress on both the intellectual and non-cognitive structures of learning. The individuals who get prepared must be such that who not only value their own national traditions but also have respect to the cultural diversity of other nations and possess problem solving and collaborative skills to resolve global issues. All this can be made possible, when the learners are given All-inclusive

Citizenship Education and Education for Sustainable development (UNESCO, 2016a p. 14)

The word “sustainability” is more frequently used after it was first discovered by the World Commission. But there is lack of clarity regarding its meaning. Ben-Eli (2015) advocates that there are five linked spheres related to this [subject](#). The Physical, Fiscal, Atmospheric, Societal and the Nonphysical spheres

“Ben-Eli (2015 p. 3) further describes sustainability as: *A dynamic equilibrium in the process of interaction between a population and the carrying capacity of its environment such that the population develops to express its full potential without producing irreversible, adverse effect on the carrying capacity of the environment upon which it depends.*”

Global Citizenship Education for policymakers desires the concepts to be encompassed at all stages of education, and its inclusion in all teaching-learning materials, educational programs, adopting entire school technique, linking it with the religious domains, public offices, and non-governmental departments and in the community at large. To incorporate Global citizenship education it must include in aspects of learning for doing, living, knowing, and being. The use of ICT can help in interacting with the world by sharing ideas and information. Therefore all educational programs and processes may be updated periodically to include global citizenship. Its implementation must involve all the stakeholders of institution, including school administration, the teachers, students, other staff and the learning material (Hin Toh, & Shaw, 2017 p. 20-32).

Curricula are deemed as the effective medium of imparting the sustainability and global citizenship education. After incorporating this in the curricula, it requires the same to be included in the textbooks and similarly the teacher also needs to have the knowledge, skill, competencies and values regarding these themes. Consequently when the aims, contents, the methodology and the assessment strategies are all aligned to GCED and ESD themes, the Agenda for 2030 can be achieved. The inclusion of themes in the teacher education curricula is more essential as it is the teacher who transmits the same to the learner (UNESCO, 2016b).

Teachers play the role of uniting the community and prepare young minds for future challenges. They are the transformation agents. Any modification in the societal needs come with the adaptation in the teacher education content and their training. When teachers are imparted education of inclusive and emerging trends they get equipped for the forthcoming trials and prepare their learners for the education related to living in peace with others, building tolerance

and appreciating the culture and their heritage (Durrani, Malik and Jumani, 2019).

The teacher education program must incorporate the topics related to human rights, equality of both genders, peace and tolerance, health education, education for sustainable development and the education for global citizenship (UNESCO, 2016b). There must be an aim when we plan to incorporate global citizenship in the curricula. It must be planned to make learners more morally responsible to themselves and the society they live in and be the contributors to peace (UNESCO, 2018).

Human Rights is considered as the foremost theme and it must be the responsibility of the state to respect every human without discriminating them on the basis on color, creed, religion or race. Children may be given quality compulsory education free of cost and must be protected from any type of abuse or violence against them. Their rights on the social, economic, cultural and religious fronts may be secured. Education of [human](#) rights allows the learners to be aware of their own rights and the rights of their fellow beings, respecting the norms and values of the society. The pedagogy must be focused around the child and they must be taught critical thinking and the skills to solve the problems (OHCHR, 2000).

Secondly, Education for Sustainable Development prepares learners with explicit intellectual, socio-emotional, and behavioral learning outcomes that enable them to deal with the challenges of each SDGs. Therefore it is vital not only to incorporate SDG-related contents in the curricula but it is also necessary to make use of action-oriented transformative pedagogy. Education officials, policy-makers, educators, curriculum developers, and others are required to be called upon to rethink education to contribute to the achievement of the SDGs within their timeframe, between now and 2030 (UNESCO, 2015). Inclusion of ESD in the curricula of teacher education not only allows to focus on environmental issues but also helps in developing competencies of team working, critical thinking, and problem-solving (Cebrian & Junyent 2015). Education for sustainable development advocates for pupils centered pedagogies which give more opportunities to learners for project work, discussions, group work and cooperative learning activities on the topics related to climate change, poverty alleviation and responsible use of resources (Rieckmann, 2017). Teachers can also inculcate in learners the habit to use resources carefully and save them for others. The environmental component in teacher education programme will save forests and both help humans and other creatures from the ill effects of environmental degradation. Resources, when utilized prudently, help alleviate poverty and when we practice tolerance and

start living peacefully it brings peace and prosperity to all (Durrani, Malik, and Jumani, 2019).

Instructional activities cannot be carried out without a peaceful physical and psychological environment. Peace is likely when individuals are educated to find alternatives to avoid and resolve conflicts. Education given to maintain peace enables people to attain knowledge, skills, and competencies to solve problems and look into conflict issues with a different dimension. Learners may be taught that as a social being our ultimate aim must be to live in peace and agreement with one another as, without peace, poverty cannot be removed and there cannot be prosperity in the societies (Chepkuto, Ombongi & Kipsang, 2014).

Similarly effective implementation on gender equality process can be carried out when the plans and policies are made keeping female gender in mind. School must provide favorable learning environment to both the genders. It must provide good sanitation facilities and ensure violence free healthy school environment. The monitoring report on gender equality suggests the governments to improve the tracking system to check for gender disparity in its policies, plans and legal contexts for both the regular and the out of school children. The goals of SDGs can only be met if all the members of the society and both genders play equal and effective role in the progress of their country (UNESCO, 2018).

UNESCO recognizes that Health Education allows the children and the youth to gain knowledge, skills and awareness regarding their physical, social, emotional and mentally healthy life styles. When the youth are given gender education they get aware of their behaviors with others and learn to move responsibly avoiding the frightening diseases like HIV and AIDS and early pregnancies. Empirical evidence has shown that such education allows youth to make precautionary moves in their relations. In several countries gender education is imparted but it is not very effective. Curriculum with proper content regarding youth and their healthy social life styles can be helpful. Different titles like 'family life education', 'education and civic participation' can be given to the education related to 'health and well-being'. With the support of parents teachers can play an effective role in this regard (UNESCO & UNFPA (2018). While Shahid ul Islam & Rehman (2008) contends that according to the teachings of Islam, sexual life cannot be considered without married life, and sex without marriage is considered as sin and punishable. In Islam, sex with one's spouse is considered as Ibadah and the baby whose wife carries in her womb is the compensation for their love. In Muslim societies, sex is taken as a dirty word and people prefer to remain silent instead of talking about it. In Western countries, it is properly taught as a subject but

in Bangladesh and Pakistan, it does not exist in the curriculum. Though the madrassas of Bangladesh impart topics related to puberty in the light of the Quran and Sunnah. Therefore if the curriculum is designed for the Islamic state it must be designed with proper references from the Hadith, Quran, and Sunnah (Shahidul Islam & Rehman, 2008, p. 1-20).

Furthermore it is believed that imparting of Global Citizenship Education it is not merely enough to enhance the reasoning capability of a child rather it requires to impart them those progressive learning skills through which they themselves discern their own values, behaviors and skills. Teacher can organize and facilitate their learning. Different learning and teaching methods are the task based learning, learning through organizing events, storytelling, ICT based learning, learning through arts and scheme discerning. All these types of learning allows the learners to use all their senses and work in groups in a stipulated time and enable them to have lasting imprints in their minds. All above ways can be adopted to teach regarding festivals, foods and cultural diversity of different countries to make an individual a Global Citizen (UNESCO, 2018).

While deliberating about various researches conducted to review the curricular frameworks, Amadio (2013) contends that, curricula are focusing more on the environmental and sustainability issues in their subject and contents. In some countries to avoid overloading of the subjects/curriculum the transversal skills were included in both the lower and the higher secondary education so that the teachers work in team with the teachers of various disciplines to fuse significant competencies. The author investigated the noteworthy skills and competencies related to ESD in the contents across the curricula of different countries. He also studied cross-curricular environmental and sustainability themes as well as generic competencies of the contents and finally suggested the interdisciplinary inclusion of themes. Pakistan is not included in the countries studied (Amadio, 2013).

In the public educational institutions of Pakistan where the Associate Degree in Education (ADE) and Elementary Teacher Education is taught it has been witnessed that teachers do not attain the knowledge related to Education for sustainable development. Some of its teachers neither understand nor practice ESD components. In a study carried out to find if the knowledge and skills of sustainability are being carried out in the institution, it was found that there were neither the resources to integrate ICT nor the objectives related to sustainability were clear. They were also lacking the expertise and supervision for the quality educational training programs. But the respondents of the study highly favored

the integration of sustainability programs in the curriculum of education (Jumani & Abbasi, 2015).

Durrani, Malik and Jumani (2019) have studied B. Ed. Elementary curriculum and also took the opinions of curriculum experts. Their findings were appalling as well as surprising. The environmental, economic, the social and cultural components seemed not aligned in the curriculum of B. Ed. The most shocking aspect was that there were not even a single theme or sub-theme related to health education. They stressed upon the need for the revision of curricula to include the components of ESD so that the prospective teachers develop the attitude, skills and attitudes for the sustainable futures and translate the same into the future generations.

Similarly, Kalsoom, Qureshi, and Khanam (2019) investigated the documents of the National Accreditation Council for Teacher Education in Pakistan (NACTE), National Professional standards for Teachers in Pakistan (NPSTs), and the B.Ed. Education Curriculum. The authors focused on the mainstreaming of education for sustainable development (ESD) in all the above documents. They found that there was no standalone course in the Curriculum of B.Ed. related to Education for Sustainable Development. The course of Social studies and Pakistan studies had most of the themes related to human rights, cultural diversity, peace and responsible production, environment, and its effects on the economy. Besides these, there was no other subject that focused on ESD concepts.

Objective and Research Question

The objective of the study is:

To assess the course/subject outlines for content knowledge, skills, competencies and pedagogies, of the B. Ed. Honors Pre-Service (Elementary) Curriculum for the presence of GCED and ESD key themes.

Research question of the study is:

How many themes and subthemes related to GCED and ESD are present in the Content Knowledge, Skills, Competencies and Pedagogies of B. Ed. (Honors) Elementary Curriculum?

Research Design

This study is intended to analyze B. Ed., Honors curricula to see how far the themes of GCED and ESD are mainstreamed. This study is descriptive in nature. Qualitative analysis were conducted. It has used the method of content analysis/document analysis. The popularly adopted qualitative research technique is a content analysis and it has three discrete procedures with the same purpose of discerning essence from the text data. In the conformist content

analysis, the themes are acquired straight from the text information, in the directed method the investigation begins with a concept or is done from the conclusions of the research study, and in the summative methodology, the calculating of the key themes in the text is carried out with its interpretation in the next stage (Hsieh & Shannon, 2005). In the present study, the summative approach was adopted. The purpose of document analysis is to enhance the understanding of the text and find out the meaning it intends to convey (Bowen, 2009).

Research Instrument:

The investigators studied the curriculum as per pre-identified (A-priori) themes by IBE (2016 p. 38-40) which were taken by their formal permission and adapted to design the instrument. The coding scheme was developed by IBE and the Global Education Monitoring Report members. The reliability of the coding scheme is valid as it was recommended after many revisions and the pilot tests by their team members (IBE, 2016 p. 9). The instrument for the present study was used after validation by three subject experts here in Pakistan. The instrument was based on the below stated themes which had several sub themes:

1. Human Rights
2. Sustainable Development
3. Peace and Nonviolence
4. Gender Equality
5. Health and Well Being
6. Global Citizenship
7. Competencies and skills
8. Pedagogies and Methods (IBE, 2016 p. 9).

The Procedure of Study

For content analysis all the 39 subjects of B. Ed., pre-service teacher education curriculum offered at elementary level were studied. These subjects are offered to every university by HEC. They include the compulsory, foundational, content and pedagogical courses. Few content courses which every university individually offers were not part of the study. The key themes of GCED and ESD were investigated for their presence or absence in the outlines of the curriculum. Both word search using computer and manual search for the word and phrases was carried out. There are minimum of three and a maximum of ten subthemes in each main theme. Their presence was denoted by “1” and absence was denoted by “0”. Recurring themes were not counted. For the graphical representation, the themes were counted and mentioned as per their presence and absence. The total count was eight. It represented 100% if all 8 themes were present, and 50% if four themes were existing and so on. Initially, every single subject was assessed for

these pre-determined themes. Then the comparison of subjects for the themes was made.

Data Collection

The B. Ed. (Honors) curriculum document was obtained from HEC Pakistan. The instrument of the study was taken from (IBE-UNESCO, 2016 also see IBE, 2016) Global Monitoring of Target 4.7 Themes in National Curriculum Frameworks with formal permission. For content analysis all the 39 subjects of B. Ed., pre-service teacher education curriculum offered at elementary level were studied.

Findings & Interpretation

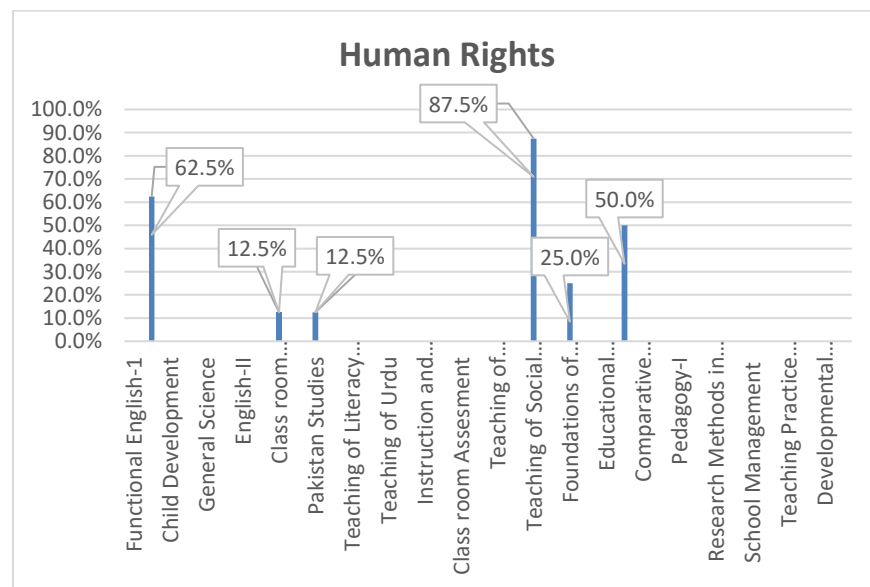


Figure 1: Inclusion of Human Rights themes

The theme of human rights was incorporated for its content knowledge in the subject outlines of Islamic studies by 63%, in Teaching of social studies it is 88%, in Contemporary trends and issues in education it is about 50% in Foundations of education it is 25%, and in the subject of Class room management it is 13% and in Pakistan studies it is 13%. Human rights are the basic civil rights of the people and its awareness is very essential. It was hence found that the ‘Teaching of social studies’ subject incorporated more themes of human rights, followed by the ‘Contemporary trends and issues in education’.

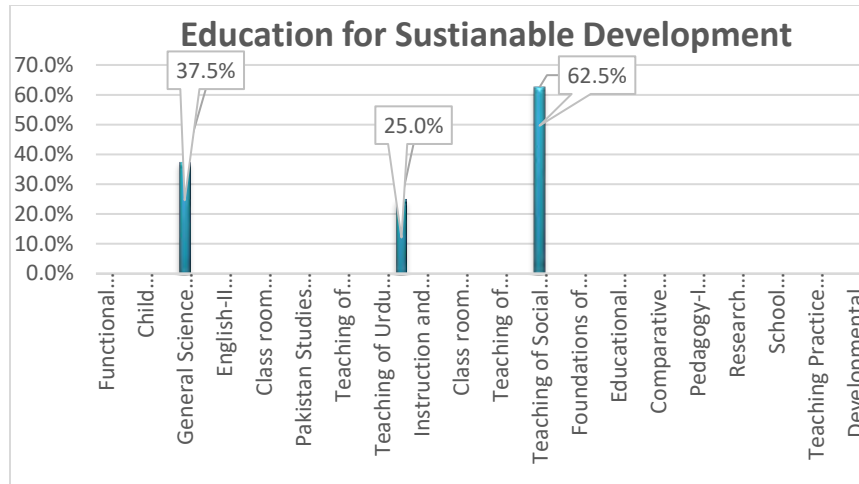


Figure 2: Inclusion of Education for Sustainable Development themes

In figure 2, the outlines of General science subject has about 40% of sub-themes, 'Teaching of General science has 25% of content knowledge regarding the sub-theme of Education for Sustainable Development (ESD), and the 'Teaching of social studies' has about 63% of the sub-themes. There is much scope for the inclusion of ESD themes in the subject of General science and Teaching of General science subjects but inaptly it is witnessed that these subjects do not include much of ESD theme. Several other subjects also do not seem to include this theme.

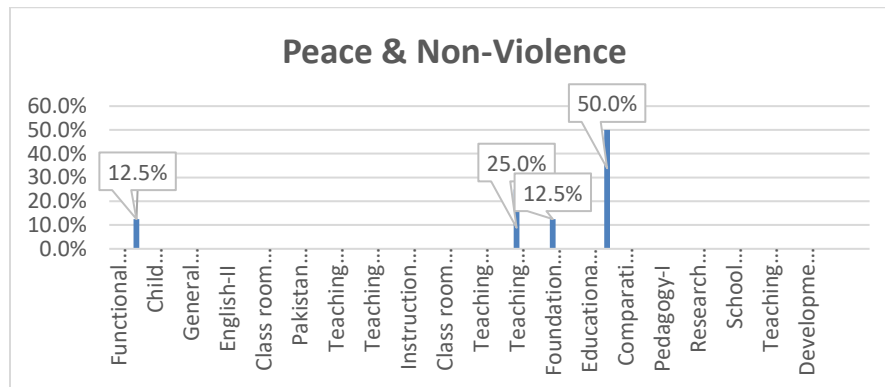


Figure 3: Inclusion Peace & Non-violence theme

In the above figure, subjects of Teaching of social studies has 25% of the sub-themes regarding peace, Foundations of education' has about 13% of the content knowledge and the subject of Contemporary trends and issues in education has 50% of the sub-themes included in the outlines of these subjects. The subject of Contemporary trends and issues in education stressed more on the

theme of peace including few other subjects, the rest of the subject outlines remained silent.

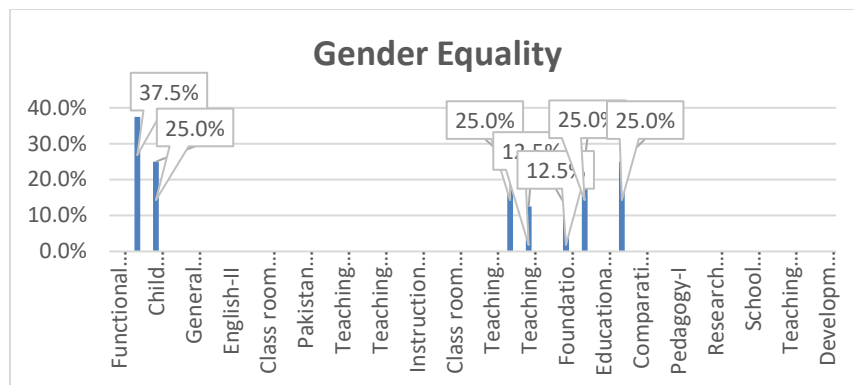


Figure 4: Inclusion of Gender Equality themes

In figure 4, the Subject of Islamic studies has 38% of the content knowledge in its outlines followed by Child development which has 25% of the content knowledge, Curriculum development has 25%, Contemporary trends and issues in education have 25%, School, community and teacher have 25%, followed by the Teaching of social studies 13 % and Foundations of education has about 13% of the content knowledge in their subject outlines. The gender equality theme seems incorporated in more subjects, but its inclusion is very nominal.

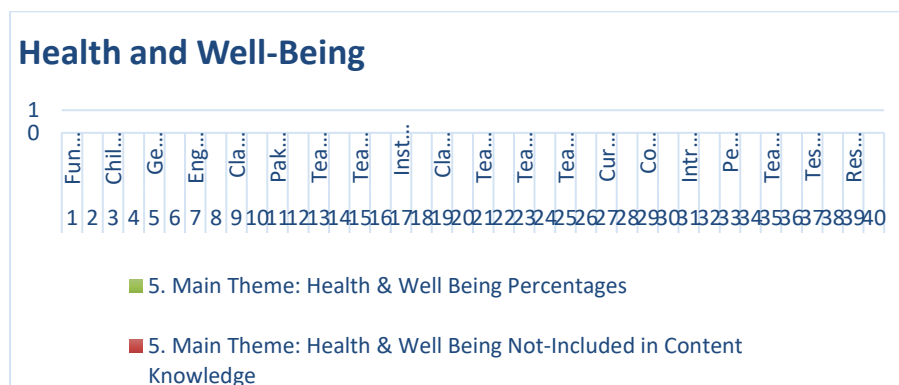


Figure 5: Inclusion of Health & Well-Being themes

In the above figure, the outlines of any subject do not include the theme of Health and Well-Being. There are no sub-themes related to Health and Well-Being included in any of the subjects of B. Ed. Honors (Elementary). Health and Well-Being is the basic concern of all individuals and especially the youth. But it was observed that not a single subject outline explicitly included this theme which shows our lack of concern towards the health of youth in particular and all others in general.

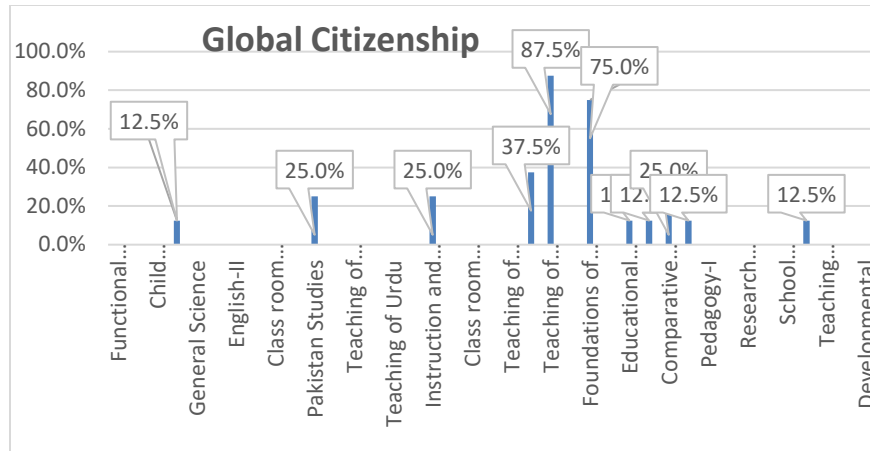


Figure 6: Inclusion of Global Citizenship themes & subtheme

In Figure 6, Global Citizenship Education was included in the subject of Social Studies with about 88%, Foundations of Education has 75% of the content knowledge, School, community and Teacher has 38% and subjects of Pakistan studies has 25%, ICT in education 25%, Comparative education 25% and the subjects of Urdu about 13%, Educational psychology about 13%, Contemporary trends and issues in education 13%, Instructional guidance and counselling 13% and Test development and evaluation 13% of content knowledge in the themes. The theme of Global Citizenship Education was seen profusely included in more subject outlines which indicated its deliberate thought and importance given to the theme for its inclusion. Again the subject of Teaching of social studies has more subthemes of Global Citizenship.

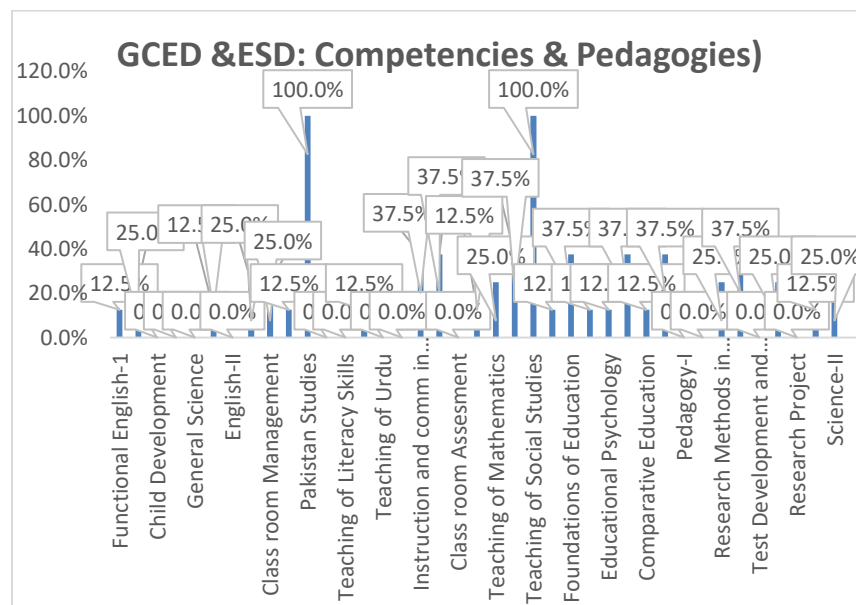


Figure 7: Inclusion of Competencies and Pedagogies

In the above figure, the competencies included are identified in GCED and ESD as 21st-century skills and competencies and interestingly it is noted that though the knowledge content regarding the themes is not adequately included, the skills, competencies, and pedagogies are sufficiently addressed in the B. Ed. curriculum. We can see that in the subject of Teaching of social studies these are most highlighted. Secondly, it follows with the subject of Pakistan studies, then comes the subject of Trends and issues in education followed by ICT. Even in a few other subjects, we can witness at least a few percent of these skills, competencies, and pedagogies. The present curriculum mostly focused on critical thinking and inquiry-based learning. Missing of many of the themes in content knowledge and their more inclusion for competencies and pedagogies, depicted that the curriculum is more focused on ‘how to teach’ rather than ‘what to teach’.

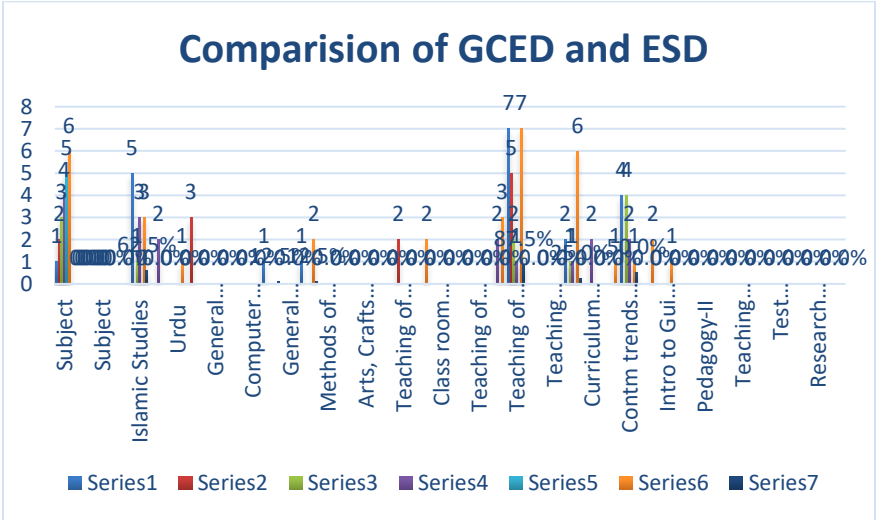


Figure 8: Comparison of GCED and ESD themes

In the above figure, all themes are profusely found in the subject outlines of Teaching of social studies with maximum GCED and ESD themes/subthemes followed by the subject of Foundations of education. The most dominant theme was the theme of ‘Global Citizenship’ found in many subjects followed by the theme of ‘Human Rights’. The comparison for the inclusion of the themes illustrates that the subject of Teaching of social studies was purposefully designed for the inclusion of Global Citizenship Education and Education for Sustainable Development themes. This shows that B. Ed., curriculum demands to include these themes in subjects which has not even a single theme included. An interdisciplinary approach for inclusion can be a better option.

Discussion

It is witnessed from the above research findings that the themes or categories related to “human rights” are adequately covered in the curriculum, especially in the subjects of Teaching of social studies. Similarly UNESCO, also identifies the inclusion of a large number of themes related to Human rights in the curricula of various countries (IBE- UNESCO, 2016 p. 292). The theme of Peace is also missing in the subject outlines of Islamiyat, though Islam is a religion of peace and when somebody says “As-Salaam Alaikum”, it means “peace be upon you” and in reciprocation the same peace is conveyed (Akhter & Qadoos 2017). While the Surah given in the outlines of the subject of Islamiyat (when read in detail) has all the discussed subthemes. Durrani, Malik and Jumani (2019) also agrees with the above study while they were analyzing the contents for ESD in B. Ed. (Honors) Elementary curriculum, the authors also noted with disappointment that there was not a single theme which was related to Health and Well-Being, the authors in their present statistical analysis has also noted that theme of Health and Well-Being was missing. Unfortunately the themes/categories related to Education for Sustainability (ESD) in the present study are not that adequately included, especially in the subject of Science. In another study Kalsoom, Qureshi and Khanam (2019) pointed out that all three documents related to teacher education which includes, National Professional Standards for Teachers in Pakistan, National Accreditation Council for Teacher Education in Pakistan and the B. Ed. Elementary curriculum, no document has addressed ESD themes. Similarly the present study researchers also noted that the curriculum mostly stressed upon the inquiry based learning and critical thinking and less on other competencies. Investigators, Junyent, & Cebrian, (2015), agree with the authors that there is a need to thoroughly integrate the theoretical framework of ESD in the curriculum of teacher education so that the required skills and competencies in the pre-service teachers can be boosted. Jumani & Abbasi (2015) also have drawn the attention towards the lack of knowledge regarding ESD in pre-service teachers and noted that the objectives of the curriculum were not aligned with ESD components. They also showed concern that resources were lacking to integrate ICT. The researchers stressed upon integration of sustainability programs in education curriculum. If it is supposed that ESD was earlier taken as an umbrella term and GCED was introduced lately in 2015, still it is noted with grave concern that ESD theme is missing in the B. Ed. Curriculum of Pakistan. Hina, Ajmal, Rahman, & Jumani (2011) were of the opinion that there is a need to put emphasis on citizenship education in Pakistan. Amadio (2013) is of the view that these themes can be integrated across the curricula. IBE-UNESCO (2016 p. 33) recommends to organize corresponding research and adopt the coding procedure used in the

present research to use globally, so that GCED and ESD themes in the curricula can be identified/monitored. So far all the investigators who have studied B. Ed. Curriculum in Pakistan have documented several shortcomings/gaps with reference to ESD and this study has investigated the curricula for the presence of GCED and ESD themes, found that the curriculum of B. Ed. (Honors) Elementary does not have sufficient themes related to either GCED or ESD.

Conclusion

From the study it is concluded that in many of the B. Ed. (Honors) Elementary curriculum subject outlines the themes of GCED and ESD are missing. There are few subjects like Teaching of social studies, Foundations of education and Contemporary trends and issues in education which adequately covers these themes for content knowledge whereas the Competencies and Pedagogies are abundantly found in many of the subjects which shows that B. Ed. Curriculum stress more upon 'how to teach' rather than 'what to teach'. There are several gaps/deficiencies regarding these emerging 2030 Education Agenda themes related to SDG, Target 4.7, especially the component of health and well-being is missing which needs to be given at-most priority not only with reference to youth but for the people of all ages as, there cannot be any progress unless people are fit and eligible to study or work. It is concluded that the Curriculum of B.Ed. Honors (Elementary) needs paramount revision.

As quality education is the only means to attain other Sustainable Development Goals for example: Health and Well-being, Climate Change Mitigation, Decent work and Economic Growth, Responsible Consumption & Production, it is recommended that monitoring and evaluation of GCED and ESD concepts in the curriculum may be carried out as per the global framework. UNESCO, UNDP, World Bank, UNICEF or UN-Women may assist Pakistan in gap analysis for GCED and ESD in National Education Policies, Plans, Curricula and Textbooks at all levels. HEC may announce scholarships for additional research in GCED and ESD, so that more bench marks can be set for future steps/progress. More trainings may be organized both for the in-service and pre-service teachers to implement GCED and ESD competencies and pedagogies, so that same can be transferred to learners. Complete School approach may be adopted and Head Teachers may be groomed to maximize the benefits of GCED and ESD in Schools.

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