



## Exploring the Derives Behind ESD in Teacher Education Program at the University of Education Lahore: An Evaluative Case Study

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### Abstract

The Bruntland Commission's 1987 report "Our Common Future" aimed to link social, economic, and environmental issues. The Sustainable Development Goals (SDGs) call for improved development through multi-partner partnerships and a focus on people, prosperity, peace, partnership, and the planet. Pakistan, the one of first countries to accept the SDGs, aims to connect with upper-middle-class countries by 2030. The SDGs emphasize the importance of sustainable development in promoting economic development, social advancement, and environmental sustainability. Teacher educators play a crucial role in integrating sustainability concepts into curriculum, assessment, and research. They should encourage researchers to explore inter-relationships, perspectives, and boundaries of the social world, and teach students that social, economic, educational, and environmental issues are interconnected. Teachers are vitally important for a sustainable future, as they are nation builders and change agents. The University of Education Lahore is promoting the ESD 2030 agenda among prospective teachers through MA Education and MA Education LM programs. The top-level leadership is actively preparing the ESD mechanism for the future, training students as experts in ESD practices. Department of education promotes the program at UE and international forums, aiming to instill sustainability knowledge in students.

**Keywords:** Sustainable development, sustainable future, common future goal, economic development, education, educators



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## Introduction

In 1987, the Bruntland Commission published a report “*Our Common Future*” it is an effort to linkage the issues and productions of social, economic development and environmental constancy (UNESCO, 2002). It has been observed a remarkable rise in social sciences research about Sustainable Development over the long run during the last decade(Chaudhry, 2007). The Sustainable Development Goals additionally call for doing improvement any other way, including through more prominent and more powerful utilization of multi-partner associations to propel the sort of comprehensive, incorporated and adaptable arrangements fit for acknowledging framework wide change. Goals (Kalsoom, Qureshi, & Khanam, 2018).

Pakistan has listed the Sustainable Development Goals that enable us to link with the association of the countries ranked as upper-middle-class by 2030. Pakistan considered the first country to accept the Sustainable Development Goals(SDGs) 2030 agenda by united resolution of parliament (Planning Commission of Pakistan, 2019).

*People--* Sustainability is observed as the amount of the association between the system as students and their surroundings.

*Prosperity--*As per Sustainable Development Goals(SDGs), our future success relies on whether we can build nourishment generation in concordance with nature while utilizing the sustenance we develop successfully for nutritious, fluctuated and safe eating methodologies.

*Peace--*Certainly, the origins of ESD is firmly embedded in the ecological education energies of these groups.

*Partnership--*The challenges of SD a troublesome and complex one, requiring new associations among governments, scholarly and established researchers, educators, non-legislative associations (NGOs), neighbourhood networks and the media.

*Planet--*The world's 52 SIDS gloat an assortment of endemic species, biodiversity and indigenous information that make them backbones of our planetary biological community (Östman, 2010).

Sustainability, a constantly developing theme, is along with the indication to boost everybody's needs fulfillment, counting that of future ages, by accommodating economic development, social advancement and furthermore, natural assurance and social wellbeing. (Organization, 2016).

Sustainable Development Goals (SDGs) have not only exchanged the "Millennium Development Goals - MDGs" but also providing a new development paradigm for mankind where development has become a right. It is the responsibility of teacher educators to offer a comprehensive integration of various concepts regarding sustainability into curriculum, assessment and research. We as teacher educators and practitioners need to develop and encourage our researchers to explore inter-relationships, perspectives and boundaries of our social world to have a sustainable world around us. We need to make our students learn that our social, economic, educational and environmental issues are inter-connected. And also make them realize that our values, actions and personal behaviors are affecting greatly the achievement of a sustainable future. If we are committed for Sustainable Development SD we need to train our teachers for sustainable practice, which we dream for our sustainable future. Because the teachers are nation builders and they are change agent for a sustainable future.

**Table No 1**

*Environment and Sustainable Education*

<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
EDUC4132	Leadership and Sustainable Development	3(3+0)
EDUC4133	Peace Education Sustainable Future	3(3+0)
EDUC4150	Active Citizenship and Cultural Preservation through ESD	3(3+0)

Education for Sustainable Development (ESD) as a Course and Area of Specialization--as a teacher educator, member of academic council and chair of Board of Studies at the University of Education a course on Education for Sustainable Development (ESD) has been projected and approved consequently. The author was the projector part of this project and the approval process. The purpose was to prepare prospective teachers towards a sustainable future through sustainable teaching. We taught ESD subject explicitly and step ahead in the field of Education for Sustainable Development (ESD) research are advising PhD research projects on ESD for their supervisee). The said PhD advisor and scholar research students now working with their allotted supervisors are projecting very productive research projects on ESD. Four M.Phil students are researching on Education for Sustainable Development (ESD). But on the other hands, it was

also concluded through the analysis that the universities teaching ESD subject implicitly, no progress towards research in the field of education for Sustainable Development.

### **Objectives of the Study**

The purpose of this study is to give analytical understanding to define sustainability as a fundamental enabler of first and fast innovation containing the following objectives:

1. Find out main derives behind sustainable development at University of Education in the way of Sustainable Development Goals SDGs.
2. Explore the perceptions of teacher education about the implemented derives behind sustainable development at University of Education in the way of Sustainable Development Goals SDGs.
3. To measure the strategies that University of Education is integration for the purpose to transform sustainable development in teacher education.

### **Review of Literature**

Global agenda has been getting to dynamically lead by the international organization (UN), functional authorities with their backing for commencement since 1940s. In 1990s, the angle was disjointed and incoherent instigated by its technical agencies or for assist at different World Summits and Conferences to consider three pillar of progress — economic, social, and environmental. After the ending of Millennium Development Goals (2000), Sustainable Development Goals SDGs to be inaugurated (2015), this must be tentative that SDGs won't be unable to search out the triumphant similar key fundamentals of the MDGs because they were obvious brief time-bound and measureable. The Millennium Declaration and Millennium . The Sustainable Development Goals SDGs also reinforce equity, human rights, and nondiscrimination. Education for Sustainable Development accredits learners to be educated and apt decisions and conscientious proceedings for ecological integrity, economic feasibility and social impartiality, for present and future generations while concerning cultural diversity. Pakistan has exhibited worthy commitment to the 2030 Agenda for Sustainable

Development because it was one among the primary countries to approve it globally in 2015. The procedure of localizing the SDGs in Pakistan has been quite just in choosing to formal provision with government partners. It's been an inclusive practice reckoning on data based solutions to renovate intangible SDGs aspirations into factual and objective targets for all stakeholders, including local actors. The United Nations' 2030 Program for Sustainable Development needs a worldwide, cooperative exertion and the higher education segment has a significant share to perform (Hall, 2019). Meanwhile, their outline in 2015, the 2030 United Nations (UN) Sustainable Development Goals (SDGs) have been willingly deliberated crossways a variety of specialized areas, counting the tertiary education segment (Schroeder, Anggraeni, & Weber, 2019). It expresses 17 (SDGs) that Sustainable Development Goals are to be extended by 2030, one of which marks a special indication of comprehensive excellent education for all and the advancement of enduring learning (Orme, Cuthbert, Sindico, Gibson, & Bostic, 2015). A second growth will loan the various activities and involvements of the UN decade "Education for Sustainable Development" which concluded in 2014 (Firth & Smith, 2013).

The successful execution of Education for Sustainable Development into curriculum and school practice strongly depends on how competent and committed teachers are in terms of sustainability. In contrast of this setting, three questions occur: (i) which capabilities do educators require in common to perform competently in daily school life, (ii) what type of skills do they require implementing Education for Sustainable Development and (iii) how teacher education can participate to carry the expansion of these competencies? Teachers are one of the most significant characters in student' learning success and it's also teacher's ability that generate learning opportunities with the utmost latent learning consequences. Result oriented teaching based on its having an important effect to students, and teachers can attain this by bearing in mind the individuality of all learners' life history and harmonizing them with the students' awareness, for their wellbeing and rousing their motivation (Green and Gredler, 2002).

### **Teacher Education**

Education for Sustainable Development is an education method in the direction of apprentices in directive to indorse a Sustainable Development (SD). The greatest extensively used description

of SD is originated in the Brundtland explosion. Our shared imminent. It defines supportable development as ‘*expansion that encounters the wants of the contemporary cohort without cooperating the aptitude of imminent generations to encounter their personal requirements*’. There is an extensive receipt of this definition between instructors and policy-developers universally (see Scott and Gough 2003). In an ESD method diverse perceptions, opinions and standards of Sustainable Development SD are recognized as vital for resolving sustainability problems (Bertschy et al., 2013).



In the fact of the above line networking of teacher training or teacher education program in the context of Sustainable Development, pointing out the question of what type of courses need in order to trained a future teacher that lead in the practice to develop and implement educational competencies in the field of Education for Sustainable Development (ESD)? To shape up the mind of future generation, sharpen their skills to be able to implement their competencies from their early time. Answer of this question is hidden in *what*(learning styles), *how* (the strategically designed skills) and *what for* (basic pedagogy).

### Development Goals to institutionalize 2030 Agenda

At the countrywide level Federal SDGs Provision Unit was recognized at the department with order to safeguard initial institutionalization of Sustainable Development Goals (SDGs) to offer organization and optional to particular departments and line sections. SDGs (2019) Pakistan 2019 UN Member Positions are rapidly to accept a set of Supportable Development Aims (United Nations, 2014). The Sustainable Development Goals SDGs will prosper the Millennium Development Goals (MDGs) as orientation aims for the global public for the historical of 2015-2030.

### **Sustainability a Frame of Mind**

Sustainability is a wide subject; give the core concept to apply Education for Sustainable Development (ESD) skills in the fields of technology to business, to environment to education, to science to social sciences. Although illustration on components of supposed central to the Western custom, it obviously turns prisoner to many objects and morals which are presently dominant in Western civilization and is consequently prospective to be observed as governmentally and carefully disagreeable (Holmberg & Sandbrook, 2019; Hopwood et al., 2005; Namunga & Otunga, 2012). Persons will make clarifications of the atmosphere, captivating into deliberation the features of ambiguity and the conceivable risks complicated. The national philosophy, industrialized by Thompson and his traitors offerings a beneficial basis to categorize the diverse likelihoods people custom to make clarifications of their atmosphere. The allowed marketplace controls the association amongst humans and the atmosphere (Rauch & Steiner, 2013; Reid et al., 2009; Richter et al., 2014). Pakistan is basically was the first republic that has to accept Sustainable Development Goals 2030 schedule through a common determination of assembly. The Government of Pakistan leads deliberations on post-Millennium Development Goals (MDGs) through all shareholders for organizing & consolidation labors at national and local levels to attain Pakistan's Sustainable Development SD and shortage decrease targets. The discussion process highlighted the necessity for countrywide categorization of Sustainable Developments, enhanced data collection and implementation of checking mechanisms (Waldmüller, Jamali, & Nogales, 2019). Pakistan has exhibited commendable obligation to the 2030 Agenda for Sustainable Development SD as it was some of the first nations to support it internationally in 2015. On 16th February 2016, the Assembly solidly approved the SDGs as the general development schema. It also formed the Parliamentary Sustainable Development Goals

Secretariat founded at the General National Assembly – one of the rare countries to do so. This procedure of regulation was the 1st and critical step in mainstreaming and focusing the Sustainable Development Goals.

### **Standards for Teacher Education**

The guidelines for teacher skills and capabilities shift impressively from country to country. Teacher education and readiness frameworks are grounded in political, social and monetary needs, and as a rule reflect general social goals joined to education and, specifically, their incentive for people in the future (Rehman et al., 2018). Nonetheless, teacher preparing/education and arrangement for the most part comprises of three varying classes or stages that are all around reliable:

1. Beginning teacher preparing/education: a pre-administration preparing programs embraced before teachers enter the study hall, as a rule gave by a university or instructing/instructing office;
2. Induction programs: an administered 'apprenticeship' learning opportunity intended to help amateur teachers while educating, as a rule during the primary year in the study hall, typically sorted out by singular schools or as a component of a university preparing programs;
3. Teacher proficient development or proceeding with proficient development: in-administration courses and preparing exercises for rehearsing teachers offered by an assortment entertainers including: privately owned businesses/organizations, schools and colleges or Ministries of Education.

**SDGs in Pakistan:**

**Mainstreaming SDGs in Plans Policies and Resource allocation aligned to Agenda 2030.**

**Strengthen the SDGs monitoring reporting and evaluating capacities.**

**Financing flows increasingly aligned with Agenda 2030.**

**Innovative approaches applied to accelerate progress on SDGs priority.**

Mainstreaming: landing the agenda at the national and local level: Integration of international and sub-national plans for development and into budget allocation Acceleration: Focus on priority areas: define by respective countries. Support an integrated approach including synergies and trade-off across sectors; bottleneck assessment, financing, partnership, and measurement. Policy support: support by making skills and experience, available at the low cost in a timely manner. Cooperatively, all followers can support communication of the new agenda, solidification corporations for application, and satisfying in the breaks in available data for checking and evaluation.

**Integrating ESD into Teacher Education**

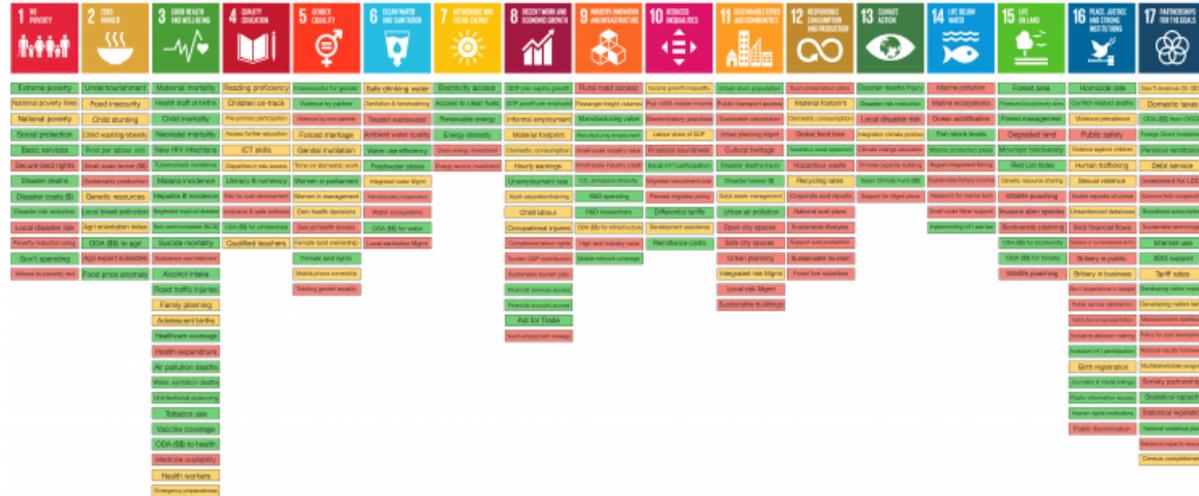
The undeniably solid approach support for Education for Sustainable Development (ESD) is likewise the aftereffect of expanded consideration paid by education partners to sustainable development issues in education. This is in accordance with a general pattern to go past a basic spotlight on access to education and essential abilities and push toward significant educational substance that tends to contemporary difficulties. For a long time, the focal point of worldwide development on education was the arrangement of fundamental education for all. Joined Nations Millennium Development Goal 2 on all inclusive essential education and the Education for All development (2000-2015) were outfitted towards this point (UN 2015).

## All 232 SDG Indicators: What data is available?



This visualization shows for which of the 230 Sustainable Development Goals (SDGs) Indicators data is available at [SDG-Tracker.org](http://SDG-Tracker.org).

- = Indicators for which recent global official metrics are available, or for which alternative good-quality cross-country source are available (e.g. estimates from independent research institutes).
- = Indicators that do have official metrics, but for which available data is very incomplete or outdated.
- = Yellow boxes also mark Indicators for which there are no official metrics, but for which closely related estimates are available that allow informative but imperfect monitoring.
- = Indicators for which – to the best of our knowledge – global monitoring is not currently possible.



You find all data on [SDG-Tracker.org](http://SDG-Tracker.org), a sister project of [OurWorldinData.org](http://OurWorldinData.org). In case you are aware of relevant data we have not included yet please let us know via [SDG-Tracker.org](mailto:SDG-Tracker.org). Licensed under [CC-BY-SA](https://creativecommons.org/licenses/by/4.0/) by the authors.

## Barriers during Teaching Education for Sustainable Development

Dubious issues, for example, Sustainable Development (SD), are 'issues on which our general public is obviously separated and signified bunch inside society advocate Conflicts clarifications or arrangements dependent on elective qualities'. Sustainable Development (SD) is a dubious issue on the grounds that there are various discernments inside the ecological discussion and there are conflicts of intrigue in light of the fact that various gatherings in the public eye see and consider natural wonders in an unexpected way. Numerous teachers feel under-readied and obliged in their capacity to instruct because of: (1) absence of information; (2) absence of impression of the points; (3) the substance and technique for teachers' subject or scholastic order; (4) teachers' characters; (5) the pre-veiling school atmosphere with respect to the utilization of certain showing strategies; and (6) absence of help from of the top of the school.

## Learning Objectives & Teachers in Promoting ESD

Thinking about sustainable development and the related subjects and difficulties; 1. Comprehend the talk on, and the act of Education for Sustainable Development (ESD) in the neighborhood, national and worldwide setting; 2. Build up an integrative perspective on the key

issues and difficulties considering social, biological, monetary and social measurements from the point of view of the standards and estimations of sustainable development; 3. Develop disciplinary, interdisciplinary and Trans disciplinary viewpoints on issues of worldwide changes and their neighborhood signs; 4. Consider the difficulties confronting advancement of the idea of sustainable development and the significance of their field of skill for encouraging sustainable development and their own job in this procedure; 5. Think about the elements of formal, non-formal and casual learning for sustainable development, and apply this information in their own proficient work.

### **Curriculum Modules for Teacher Education &ESD**

Essential ideas of maintainable advancement from a neighborhood, national and universal point of view; Education for Sustainable Development (ESD) ideas from a nearby, national and worldwide viewpoint; Disciplinary, interdisciplinary and trans disciplinary perspectives on key instances of supportability challenges; Project-arranged work on explicit issues of neighborhood, national and worldwide significance in participation with educational establishments and other (nearby) accomplices.

### **Key Methods in Education for Sustainable Development ESD**

Synergistic certifiable ventures, for example, a help learning task and crusades for various manageability themes; Vision-building activities, for example, future workshops, situation examinations, idealistic/tragic narrating, sci-fi thinking, and front and back-throwing; Analysis of complex frameworks including network based exploration ventures, contextual investigations, partner examination, entertainer investigation, demonstrating and frameworks games; Critical and intelligent deduction including through fish-bowl conversations and intelligent diaries. These participatory educating and learning strategies enable students to make a move to advance maintainable turn of events. When educating and learning techniques for a particular setting are picked, they need to coordinate the necessities of the student gathering (for example in light old enough, earlier information, premiums and capacities), the setting wherein the learning happens (for example space in the educational program, academic atmosphere and social conventions), and the assets and bolster accessible (for example educator skills, showing materials, innovation and cash).

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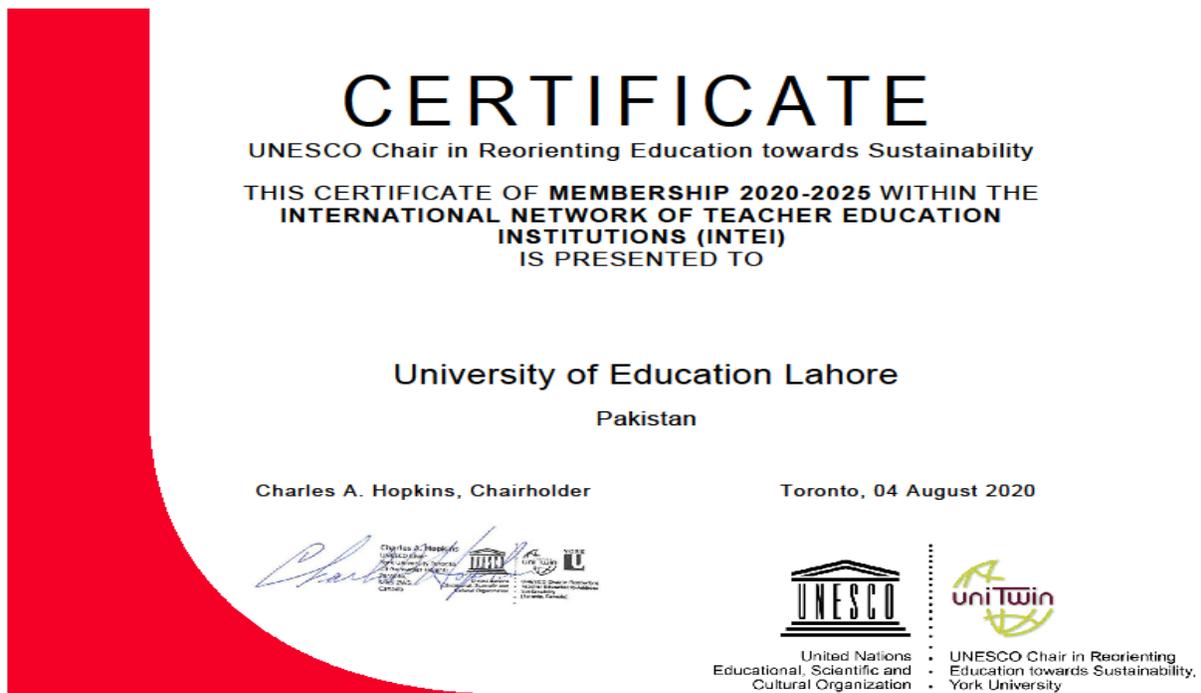
## **Integrating Sustainable Development into Education**

The undeniably solid arrangement support for Education for Sustainable Development (ESD) is likewise the consequence of expanded consideration paid by instruction partners to practical advancement issues in training. This is in accordance with a general pattern to go past a basic spotlight on access to instruction and essential abilities and push toward significant instructive substance that tends to contemporary difficulties. Vitally significant in any case, in an inexorably unpredictable and interconnected world with an undeniable existential danger, for example, environmental change, there is a developing interest for training that goes past getting information and aptitudes to secure positions. It has become evident that instruction isn't just an instrument to manageable turn of events yet that the idea of educating and learning must be changed to empower people to lead reasonable improvement as problem solvers. Prior contemplations on this can be followed to Goal 6 of the Dakar Framework for Action on Education for All (2000) on improving all parts of value training. These duties to EFA recognized significant connections with the Education for Sustainable Development (ESD) plan, particularly fortified by the 2002 World Summit on Sustainable Development. As the 2002 Summit conversations prompted the dispatch of the UN Decade of Education for Sustainable Development (2005-2014), reorientation of existing instructive projects to address supportability was named as one of the four significant pushes of Education for Sustainable Development (ESD). At this point, it was progressively comprehended that the associations among Education for All (EFA) and Education for Sustainable Development (ESD) incorporate duty to quality training; comprehension of instruction as a human right; and advancement of personal satisfaction through training. In addition, the dynamic move towards issues of value, importance and substance of learning turned out to be more obvious.

### **UE as Member of International Network of Teacher Education Institutions**

Education for Sustainable Development (ESD) as a Course and Area of Specialization-- as a teacher educator, member of academic council and chair of Board of Studies at the University of Education a course on Education for Sustainable Development (ESD) has been projected and approved consequently. The author was the projector part of this project and the approval process. The purpose was to prepare prospective teachers towards a sustainable future

through sustainable teaching. We taught Education for Sustainable Development (ESD) subject explicitly and step ahead in the field of Education for Sustainable Development research are advising PhD research projects on Education for Sustainable Development ESD for their supervisee). The said PhD advisor and scholar's research students now working with their allotted supervisors are projecting very productive research projects on Education for Sustainable Development ESD. Four M.Phil students are also researching on Education for Sustainable Development ESD. But on the other hands, it was also concluded through the analysis that the universities teaching Education for Sustainable Development ESD subject implicitly, no progress towards research in the field of education for sustainable development.

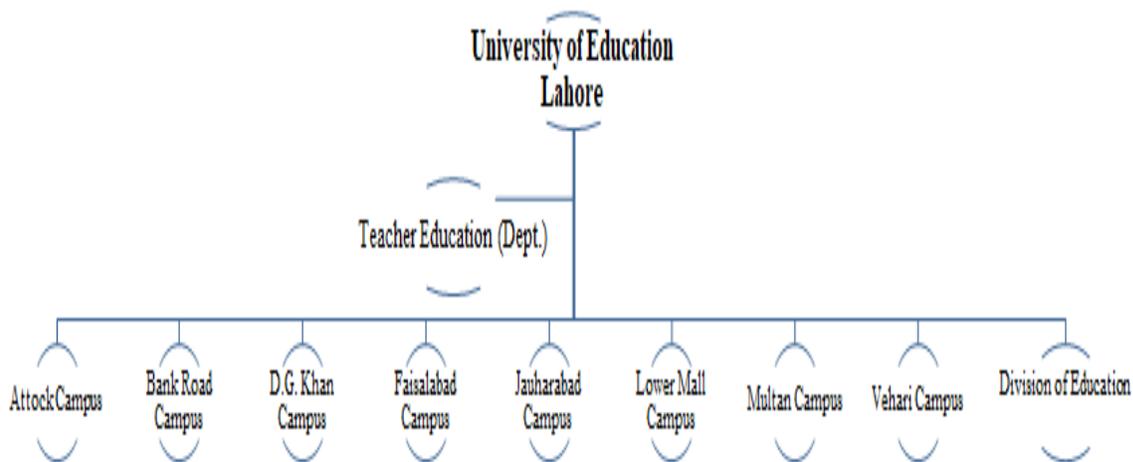


### Research Method

The paradigm of the current research was interpretive. The methodology was qualitative and the type of research was case study research. The design was the single case study used to explore the derives behind teacher education at the University of Education Lahore.

## University of Education Lahore as a Case Study

In order to respond to the upward needs in the field of teacher training and teacher education, the Government of Punjab took a vital step by establishing (UE) the University of Education on September 10-2002 to attention on the discipline of teacher education and teacher training. Since its inception, the UE is producing numerous graduates through its diversified degree programs every year. This is the first specialized university in the field of teacher education in Pakistan. The University of Education is the first largest producer of professionally qualified teachers both at elementary and secondary levels in Pakistan.



### Participants

Nine teacher educators were selected as participants for the study. The participants were selected using purposive sampling techniques. All the participant participated in the study have firsthand experience in teaching prospective teachers with sustainable courses or research projects.

### Data Analysis & Interpretations

### Results & Findings

1. The qualitative data by using Atkinson (2002) model for data analysis of a case study research. As supported by the literature there are two major types of case study research.

In the current study single case study was conducted and the given model is illustrating the context and procedure of case study.

2. There were a total of nine participants were invited to share their perceptions in order to explore the derives behind Education for Sustainable Development in the Teacher Education Programs at the University of Education Lahore. The gender, age, designation and teaching experience was inquired as demographics variable.
3. The depicted result shows that there were 51 % male and 49% females respondents participated in this qualitative case study of in order to explore the derives behind Education for Sustainable Development in the Teacher Education Programs at the University of Education Lahore. It was concluded that the male participant was greater than females.
4. The depicted result shows that there were four age groups of respondents analyzed in this qualitative case study of in order to explore the derives behind Education for Sustainable Development in the Teacher Education Programs at the University of Education Lahore. The age group one 20- 30 years age participants were 25%, the age group 31-40 years participants were 37.5%, there were no participants from the age group of 41-50 years and the 51-60 years age group 37.5% participants. It was concluded that the participant from 31-41 years was greater more engaged in teaching the ESD courses at University of Education Lahore.
5. The depicted result shows that there were four rank groups of respondents analyzed in this qualitative case study of in order to explore the derives behind Education for Sustainable Development in the Teacher Education Programs at the University of Education Lahore. The group of lecturer participants was 37.5%, the participants from assistant professor were also 37.5%, there were no participants with the rank of professor and 37.5% participants were associate professors. It was concluded that the participant Associate professor has the least participation in teaching the ESD courses at University of Education Lahore.
6. The depicted result shows that there was the experience of respondents analyzed in this qualitative case study in order to explore the derives behind Education for Sustainable Development in the Teacher Education Programs at the University of Education Lahore.

The participants less than 5 years' experience were 25%, 6-10 years' experience was 25%, 10-15 years' experience were 12.5%, 15- 20 years' experience were 12.5%, 20-25 years' experience was 12.5% and lastly above 25 years' experience were 12.5%. It was concluded that the experienced participant engaged in teaching the ESD courses at University of Education Lahore.

7. The perceptions of teacher educators were measure through an open-ended questionnaire. The data collected on the question has decorated in the given table:
8. The qualitative data were analyzed using the Atkinson 2002 model for case study data analysis. The model consisted of four major steps, Create data repository, codes and coding process (*Initial codes, expanded codes & Rationalized codes*), Original propositions and final proposition.
  - a. As stated by the Atkinson (2002) the 1<sup>st</sup> step in analyzing the case study data is the development of data repository. Researchers have the option to break down the data from the case examines it must be in a configuration that takes into consideration easy manipulation. To be able to analyses the data from the case studies it has to be in a format that allows for easy manipulation. A word processor only allows for crude manipulation of such data and therefore, as proposed above, the use of a database is considered more appropriate. However, to effectively use a database to manipulate the case study data a schema must be developed for this data. To do this the person developing the schema must have a rudimentary understanding of relational database theory. This schema can be implemented using a software application such as Microsoft Access, a relational database generator. The result of this process is a database having a relational format. In the current study, data repository was developed using Google doc.
9. After forms creation the data entry next step to begin, therefore, the undertaking of data collection is ideally suited to perform the coding process of the data. The coding process for the analysis is outlined and initial coding was initiated.
10. The development of initial codes from the data collected in the case studies is done by taking consideration into research questions, objectives hypotheses and key variables. To make these initial codes each proposition should be considered thusly, and a suitable code

or codes should be created to recognize parts of it. The abrogating thought in the designation of code/s to a proposition is to guarantee that the presented codes tended to however many parts of the proposition as would be prudent. It is hard to express a perfect number of initial codes that ought to be created anyway various somewhere in the range of 15 and 30 would not be ridiculous. When these initial codes are produced, the genuine coding process started. This includes the inspecting pieces or fragments of data from the contextual investigations and partner them with at least one of the initial codes. Anyway, it will immediately become clear that the initial codes.

11. When the coding procedure is finished, the codes that were used in the investigation of all the contextual analyses are alluded to as the expanded codes. A large number of these codes might be made on the fly, so the subsequent stage is to excuse these here and there. One approach to accomplish this is to assemble the expanded codes, ordinarily as per some coherent gathering of the codes. The codes might be assembled on the grounds that they address a specific subject or they are an intelligent gathering of codes; anyway, there is no fixed strategy to bunch codes. A guide to show one sort of collection of codes is given in Table 1b codes have been assembled by end-client necessities.
12. The expanded codes speak to all the codes that are used during the coding of the contextual investigation data. Anyway, during the genuine coding system, it can get hard to conceptualize the expanding number of codes utilized, and in various cases, extra codes may have been made when as a general rule they might not have been required. In this manner, the subsequent stage is to defend the expanded codes to expel any duplications or inconsistencies that may have emerged in their creation. A successful method to do this is to make a recurrence
13. The investigation of the case study data is fixated on the propositions and the excused codes. As definite over, the propositions can be gotten from the exploration questions and from deciphering data from different sources including from the writing as well as overviews. Then again, the excused codes are fundamentally produced during the real coding of the 'pieces' of data from the case examines. The outlines a cross segment of justified codes that were utilized in the investigation of data from a specific case study. For this model it shows that solitary two of the codes are really gotten from the first

propositions, the rest of produced during the coding of the case study data. This later gathering of codes is alluded to as the produced codes.

14. The Atkinson (2002) method for case study analysis was applied. After the analysis seven themes were noted.
15. The concluded final proposition finalized as responded by the participants. The respondents talk about the aim and objectives of teacher education. They argued if the vision may be set as ESD promotions ultimately we will incorporate all ESD derives among prospective teachers during training.
16. Most of the participants talk about the vision of University of Education Lahore. They tell us the vision of UE is not directly imposing the ESD agenda. UE vision implicitly imparting the ESD agenda among prospective teacher and teacher educator is also following the same implicit way.
17. The participant unveils the current practices of University of Education for ESD. The area of specialization, conferences, subjected to Education for Sustainable Development and a number of co-curricular activities they names using in order to incorporate the values and concept of Education for Sustainable Development among prospective teachers.
18. Most of the teacher educators express plans of University of Education on Education Sustainable Development and teacher education by UE. They tell us the way-out getting the 2030 agenda by the means of Teacher Education Programs.
19. With the successful implicit running of Education for Sustainable Development incorporation at University of Education for a prospective teacher, some teacher educators argued about the barriers in implementing the 2030 agenda at the University of Education.
20. The argument by a teacher educator was suggested for the improvements in the ESD incorporation among prospective teacher at UE Lahore.

## Conclusion

It was concluded that the University of Education Lahore injecting the ESD 2030 agenda among prospective teacher implicitly. MA Education and MA Education LM programs are offering an area of specialization by the name of Education for Sustainable Development three subjects. However top-level leadership is actively engaged in preparing the ESD mechanism for the future. They not only to educate but also trained their student s as the experts for the prospective exercise their expertise as Education for Sustainable Development (ESD) practitioners. The second tier of management of the University at the Division of Education actively promotes and participates in the program of Education for Sustainable Development not only in UE but represents it at international forum as well. Division of education started this program to infuse the knowledge about sustainability in prospective teachers and include the new courses to enhance the interest of the student that they take serious action to prepare themselves as transformative leaders to accept the new challenges and change the luck of their nation.

## Recommendations

Following are some major recommendations that were made after the detailed analysis of the collected data

1. There is a special need to take some initiatives to promote the concept of Education for sustainable development at every level.
2. There is no doubt in any case that the Quality of teaching and learning is most significant. So, the University of Education should revise different projects related to the teacher training.
3. There is no doubt in any case that the Quality of teaching and learning is most significant. Hence, the University of Education should revise the curriculum after deliberations in light of HEC given framework.
4. This revised curriculum should be in accordance with the needs and experience of the teachers in their respective classes.

5. Firstly the University of Education should make a deep investigation of different pre-service and in-service Teacher Education Programs of their division and campuses then allot funding so that they can fulfill all their needs for their proper functioning.
6. University of education should start such training of the faculty members that are more concentrating on useful skills relatively than concepts and speech styles of education to encourage learning of activity-based.
7. The University of Education should submit different plans of teacher training to the Higher Education Commission for faculty development.
8. Budgeting for the teacher training as well as campuses should be increased to promote the concept of Education for sustainable development.
9. University of education should take steps to involve many funding agencies for the granting of scholarships to many students in the university.
10. University of education should take steps to aware the faculty members as well as students how they can take part to improve the productivity of financial sustainability policy of the university.
11. University of education should enhance the subsidy for diverse teacher education programs in all its divisions and campuses.
12. The University of Education should take steps to eliminate gender disparities in teacher training programs.
13. The University of Education should ensure access to all levels of teaching and learning and occupational preparation for the helpless, comprising people with ill health, indigenous occupiers, and kids in weak situations.
14. The University of Education should take steps towards ensuring participation of women's at every stage of leadership and for judgment as well as decision making by the help of different teacher education programs.
15. The University of Education should take steps to enhance Derives behind Education for Sustainable Development in Teacher Education Program that promotes Quality teaching and learning.
16. The University Of Education should take steps to introduce sustainability in different courses through teacher education programs.

17. The University of Education should Plan & introduce about how the university can aware the peoples to tells that quality of education is more important and it cannot be denied in any case.
18. There is a desperate need to inaugurate some virtual courses and online programs to educate not only the teachers but for communal masses that they can be able to understand the concept and importance of Education for sustainable Development and endorse this concept to their surroundings.
19. Social awareness must be the part of Sustainable Development; people should know the essential and effective need and utilization of Education for Sustainable Development.
20. Human beings must be aware about their survival that how to be more efficient and effective member of society to make their planet save and healthy not only for themselves but for the next generations too.

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