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**A STUDY ON THE IMPLEMENTATION OF EDUCATION FOR
SUSTAINABLE DEVELOPMENT (ESD)
IN THE SECONDARY SCHOOL GEOGRAPHY CURRICULUM
IN SRI LANKA**

By

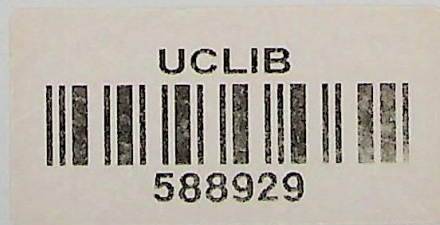
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ABSTRACT

This study is about implementing Education for Sustainable Development (ESD) in the School Geography Curriculum of Sri Lanka. The aim of this study was finding out why Secondary School students should be given knowledge and awareness of ESD, how ESD concepts were included in the Secondary School Geography Curriculum, examining factors which affect the implementation of ESD in the Secondary School Geography Curriculum, and suggesting a suitable learning-teaching model for the Secondary School Geography Curriculum.

Mixed method was the research technique adhered to in conducting this study. Survey method, Content Analysis, and Case Study methods were followed in this research. The stratified sample of the study included 335 students of Advanced Level (2014-2015) who were studying in Grades 12 and 13, 36 Geography teachers and 36 principals covering 36 schools in the Kandy district. In addition data was collected from interviews with 6 In Service Advisers (ISAs), 5 resource persons of Geography and Sustainable Development (SD). The conclusions were derived by quantitative and qualitative analysis of data.

Though the students, teachers and principals were aware of the meaning of the concept of SD, the knowledge these three groups possess regarding ESD was not sufficient. It was revealed by the responses of teachers and principals that it is needed to teach ESD to school students. Further it was revealed that the school curriculum did not directly teach SD and a collection of ESD concepts especially designed for Sri Lanka was not available. It was identified that a few issues pertaining to SD and themes of SD were commonly taught in schools. The study arrived at a conclusion that a specialized knowledge regarding SD and ESD were not given in Sri Lanka even though the common facts about SD are included in the school textbooks and teacher modules. The study strongly stresses on the crucial need for specialized teacher training to be carried out directly by the National Institute of Education (NIE) on SD of Sri Lanka. The study was able to come to a conclusion with the analyzed responses of ISAs and resource persons that there is a need to study the obstacles, issues and solutions for SD and ESD unique and relevant to Sri Lanka and include them in the school text books and in Teachers' Guides. In addition the study concludes that the role of the Geography teacher in the school needs to be converted into a transformer and into a change agent with an interdisciplinary approach and a broad vision

who studies SD and ESD issues in all the activities plus all the areas of all the subjects carried out in the school interacting with all the other teachers.

The suggestions made by the above conclusions emphasize that the school curriculum should be revived identifying obstacles for SD to instill skills, attitudes and knowledge about SD and ESD concepts in students of Grade 6 up to Grade 13 through learning-teaching methods and assessments. A specialized teacher training is suggested to be carried out on SD and ESD. In addition the need for an evaluation system to be introduced to evaluate students 'knowledge, skills and sustainability behaviours, and attitudes about SD and ESD concepts at school level and at national level is identified. Moreover the study points out that there is a need of subject themes and assessments which go in par with SD and ESD created in relation with the themes of the subject to be included in all the text books and Teachers' Guides of all the Grades of all the core subjects plus Geography and that Geography should be made a core subject which empowers the teachers to teach SD.

Finally based on the suggestions above, a model to implement ESD in secondary Schools in Sri Lanka has been adapted to be carried out in the Sri Lankan context from Geography Curriculum and Assessment Guide of Hong Kong, Curriculum Development Council and The Hong Kong Examinations and Assessment Authority (2014). This model is introduced to facilitate learning and teaching the subject Geography with the aim of implementing ESD and to achieve an everlasting SD in Sri Lanka in the long run.