

The role of Education Council in education for sustainable development

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Abstract

This research is applied research in terms of purpose and correlational in terms of implementation. The statistical population of this research consists of principals and vice-principals of high schools in Pars Abad city. The sample size in the present study was among the managers and assistants. A group of 15 people were placed in the experimental group and a group of 15 people in the control group by a simple random method. The sampling method in this research is purpose-based. The tool for collecting information was a researcher-made questionnaire based on the findings of Karimi and Enayati (2013). The validity of the questionnaire was confirmed through face validity, and the Cronbach's alpha method was used to estimate the reliability, and the results show the high reliability of the questionnaire. Descriptive statistics and a t-test of two independent populations were used for statistical analysis of research data. The research results indicate that the role of the Education Council in educational planning and cooperative learning, research and evaluation, key feedback, organizational and social aspects, and institutional activity for sustainable development is different among the experimental and control groups. Also, the findings show that Education Council plays a role in education for sustainable development.

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1-Introduction

Education plays a positive role in the dimensions of development, i.e. economic growth, human development and environmental protection, through influencing the level of income, reducing poverty, changing people's attitudes and creating equality. Due to the occurrence of serious environmental problems, sustainable development has been an important concern of politicians, thinkers and people due to the role and importance of the human factor and its ideological, attitudinal and behavioral scope in the sustainable development of the United Nations from 2005 to 2014. He named the decade of education for sustainable development. Achieving an attitude in which individual and social needs can be met according to the needs of future generations requires education. The existence of an efficient educational institution is essential to providing a suitable platform for transformation and development, and without education and upbringing and efficient managers, sustainable development in educational fields is impossible. The goal is to develop

favorable and all-round transformation in economic, social, political and cultural fields, which also depends on the cultivation of trained brains that can research and innovate, and adapt themselves and the society to the appropriate environment (Karimzadeh, 2017). This research seeks to investigate the role of Parsabad Education Council in education for sustainable development.

2-Theoretical literature

2-1 The concept of development and sustainable development

Development has been considered as the process of fundamental transformation of cultural beliefs, social, political and economic institutions in order to create and adapt to new capacities and to improve quantitatively and qualitatively human, educational, economic and... Above all, it requires the cultural and value transformation of societies. International studies and experiences show and confirm this point that sustainable and all-round development must pass through human resources and the prerequisite for the success, stabilization and continuation of any development and transformation is investment in human development as the main pillar and core and It is central to it (Dehghan and Parto, 2012).

According to today's expression, national knowledge and wisdom is the main pillar of development, and the educational system is considered as the gateway to national wisdom, and the society achieves its goals when it paves its way through human development, in fact, it is the foundation of human collective life. Education forms and we "live as we are educated". Therefore, whatever interpretation we have of development, in order to achieve it, all the efforts are on the shoulders of the people who have to carry the burden of this ignorance to the destination, and since in the contemporary world, the institution of education is responsible for the training of human resources in the society. therefore, it is considered the most important platform for the production and training of human resources, which, considering its role and comprehensive form today, is one of the foundations that by covering its defined functions, if not the main shareholder, Kam is one of the major shareholders of this process. On this basis, unlike the pioneers of development theory, who always emphasized the importance of creating and expanding material and physical resources, today, in terms of the importance of education in the economic-social life of individuals and societies, educational expenses are considered as a fundamental investment. It is mentioned (Houshmand, 2012).

Sustainable and all-round development, as a transcendental concept that includes the progress and development of society in all aspects of life, became the beginning of concepts such as political, economic, social, cultural, human development, etc. in the literature of humanities. According to the international definition of the United Nations Environmental Program, sustainable development is development that meets the needs of the present generation without jeopardizing the abilities of the future generation to meet their needs (UNESCO, 1996). In fact, development thinkers believe that the expansion of living facilities, promotion of public welfare, relationship with the environment and natural gifts, energy, etc., should all be spent in line with social justice so that the future generation will benefit from these natural gifts and the right to live. among the main components of sustainable development, culture and education can be considered as its cornerstones (Porter, 2019).

2-2- The concept and definition of education for sustainable development

Education for sustainable development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Education for sustainable development means incorporating key sustainable development issues into teaching and learning. For example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires cooperative learning and teaching methods that motivate and empower learners to change their behavior and act for sustainable development. Education for sustainable development consequently promotes competencies such as critical thinking, imagining future scenarios and decision-making in a participatory manner (UNESCO, 2014).

Education for sustainable development is essential to achieve a sustainable society and is therefore desirable at all levels of formal education as well as in non-formal and informal learning (European Union, 2010).

Education for sustainable development is about the learning needed to maintain and improve our quality of life and the quality of life of future generations... Education for sustainable development enables people to apply their knowledge, values and skills to participate in decision-making. about the way we do things individually and collectively, both locally and globally, that improve the quality of life now without harming the planet for the future (Sustainable Development Education, 1998)

Education for sustainable development is an approach of education that seeks to empower people to accept responsibility for creating a sustainable future. A sustainable society seeks to survive and improve the economic, environmental and social characteristics of an area so that its members can live healthy, productive and happy lives (Karimzadeh, 2017).

In the latest definition; Education for sustainable development provides learners of all ages with the knowledge, skills, values and agency to address interconnected global challenges including climate change, biodiversity loss, unsustainable resource use and inequality. to give It empowers learners of all ages to make informed decisions and take individual and collective action to change society and care for the planet. Education for sustainable development is a lifelong learning process and an integral part of quality education. It increases the cognitive, social-emotional and behavioral dimensions of learning and includes the content and results of learning, education and the learning environment itself (UNESCO, 2022).

Modern and contemporary education and training in Iran, almost a hundred years old, has allocated a significant part of the resources of this period of our country's history. Despite the fact that one of the most original and broadest cultural groups in history, namely teachers, have participated in this system, and all institutions, groups and individuals of the society somehow participate in the realization of its goals, nevertheless, it is now facing the most complicated problems and challenges. In such a way that many researchers and thinkers of the society search and introduce the root of most problems, disorders, inadequacies and social crises in the educational system and process (Houshmand, 2012).

Reviewing the educational policy provides the necessary information for the policy makers and implementers in the direction of the effectiveness of the formulated educational policies. A review of educational policy highlights information on weaknesses, plans for improvement and potential new policies, and subsequent planning of educational interventions. Furthermore, this review provides a systematic guide for policy makers to design, analyze and implement education policy implementation processes to increase its cost effectiveness (UNESCO, 2015).

2-3- Educational approaches in education for sustainable development

There is no 'right' pedagogy for sustainability education, but there is broad consensus that it requires a shift towards active, collaborative and experiential learning methods that engage the learner and make a real difference to their understanding, thinking and ability to act. slow Five pedagogical elements are identified that cover a set of teaching approaches or methods that teachers may use to bring these elements into the learning environment.

1- Critical reflection - including the more traditional lecture, but also newer approaches such as reflective reports, learning journals, and discussion groups.

2- Systems thinking and analysis - using real-world case studies and critical incidents, project-based learning, stimulating activities, and using the campus as a learning resource.

3- Collaborative learning – with an emphasis on group or peer learning, developing dialogue, experiential learning, action research/learning to do, and developing case studies with local and business groups.

4. Creative thinking for future scenarios - using role-playing, real-world research, foresight, problem-based learning, and providing space for emergence.

5- Collaborative learning - including the participation of guest speakers, work-based learning, interdisciplinary/multidisciplinary work, and collaborative learning and research. (UNESCO, 2014).

2-4 Education Council Duties

According to Article 8 of the Law on the Formation of Education Councils in provinces, cities and regions of the country, the duties and powers of the city council are as follows:

1. Distribution of government credits allocated for education and research to the city between schools and various activities, based on the criteria determined by the Ministry of Education.
2. Approving the financial rules of schools, including all receipts and expenses and other public incomes, according to the quality of educational and educational activities.
3. Proposing levies for the construction, development, maintenance and supply and equipping and provision of educational aids to the relevant authorities for approval.
4. Planning and making decisions about renting, building and developing educational facilities in the city (in terms of location, study period)
5. Making decisions regarding the distribution and spending of levies collected for the construction, development and repair of educational and training facilities and the provision of necessary equipment and other activities.
6. Examining and making decisions for planning the required human resources and presenting the results to the Ministry of Education through the Provincial Council.
7. Issuing a license to employ people in excess of the official employment quota from the region's revenues based on labor and social security laws.
8. Planning and making decisions about how to encourage and appreciate the worthy and worthy employees of the schools and pay extra specifically and efficiently based on the quality and quantity of their services.
9. Encouraging and persuading entrepreneurs and owners of industries and guilds to build and donate schools and educational centers.
10. Planning to create facilities and use appropriate tools for the development of non-profit schools, scientific, technical and vocational schools and schools near factories and similar institutions and encouraging people to participate more in this field.
11. Continuous monitoring of education activities in the region and preparing an annual report containing the strengths and weaknesses of the activities and providing the necessary suggestions to the provincial education council.
12. Planning and acting to provide land and other necessary facilities in order to provide and equip the educational and educational spaces of the region through the self-help of the residents and the cooperation of competent governmental and legal institutions and organizations.
13. Planning and making efforts to direct a part of the income of banks, government and non-government companies and factories to the development and equipping of educational and educational facilities within the framework of the relevant regulations.
14. Helping to promote and expand educational and educational activities and strengthening of students' religious beliefs and morals.
15. Planning and deciding to pay educational assistance to low-income students from the council's local revenues and to grant higher education scholarships to gifted students.
16. Carrying out the duties assigned by the Supreme Council of Education, the Supreme Council of the Parents and Teachers Association, or the Ministry of Education by virtue of their legal powers.
17. Examining different ways of saving and increasing the productivity of resources within the framework of the policies of the Ministry of Education and the Provincial Council
18. Efforts to expand public education and cover all compulsory education children in the region, so that none of them miss out on education.
19. Preventing students from dropping out and trying to improve the quality of educational programs.
20. Organization of facilities for the implementation of technical and professional trainings, knowledge work and student internships.
21. Improving the level of knowledge of educators and predicting and providing their welfare and livelihood and providing the necessary facilities.

22. Proposing the annual program for the development of educational spaces and human resources, based on the general policies and policies of the Ministry of Education and Culture and presenting it to the provincial council (Parliament Research Center, 2012).

3- Conceptual model and research hypotheses

This research was conducted with the aim of investigating the role of the Education Council in sustainable development. In order to achieve sustainable development with education, the need to pay attention to formal educational planning, cooperative learning, integration of educational programs, research and evaluation, shared social links, feedback of key and important messages from educational planning, organizational aspects and There are socialization of schools, institutional activities such as greening schools and their surroundings, reducing the ecological footprint of schools, feedback of key and important messages from education planning (Kareimi and Enayati, 2013).

Based on this, the purpose of this research is to determine the role of Parsabad Education Council in education for sustainable development. The conceptual model of this research based on the opinion of Karimi and Enayati (2013) for education for sustainable development is shown in Figure No. (1).

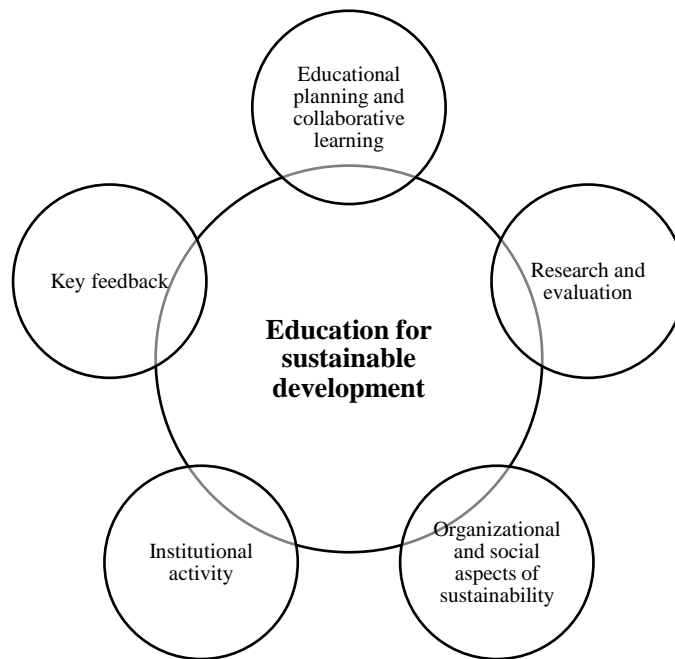


Figure No. (1): Conceptual research model

According to the above conceptual model, the following hypotheses have been presented to investigate the research objectives.

H1) The role of Pars Abad Education Council in educational planning and cooperative learning for sustainable development is different among experimental and control groups.

H2) The role of the Parsabad Education Council in research and evaluation for sustainable development is different among the experimental and control groups.

H3) The role of Parsabad Education Council in providing key feedback for sustainable development is different among the experimental and control groups.

H4) The role of Pars Abad Education Council in organizational and social aspects for sustainable development is different among experimental and control groups.

H5) The role of Parsabad Education Council in the institutional activity for sustainable development is different among the experimental and control groups.

4-Methodology

The current research is an applied research in terms of its purpose, because it aims to solve a problem, and it is also correlational in terms of implementation. The statistical population of this research consists of principals and vice-principals of high schools in Pars Abad city. The sample size in the current research, among the managers and assistants, a group of 15 people were placed in the experimental group, for whom the objectives and programs of the Council of Education in the field of sustainable development were explained, and a group of 15 people were placed in the control group. . In the next step, a pre-test was conducted in the experimental and control groups.

The sampling method in this research is purpose-based. Due to the fact that the list of managers and assistants is available, 30 people who declared their readiness were selected randomly and then they were randomly divided into two groups of 15 people.

The tool for collecting information was a researcher-made questionnaire based on the findings of Karimi and Enayati (2013) with 15 questions, the validity of the questionnaire was confirmed through face validity, and the Cronbach's alpha method was used to estimate the reliability of the questionnaires of this research. The results of the alpha value for each of the variables studied in this research are shown in Table (1) and show the high reliability of the questionnaire.

Table 1- Questionnaire reliability

<i>Variables</i>	<i>Cronbach's alpha value</i>
Educational planning and cooperative learning for the development	0.780
Research and evaluation for development	0.795
Key feedback for development	0.788
Organizational and social aspects for sustainable development	0.820
Institutional activity for the development	0.826
Total reliability	0.768

For the statistical analysis of the research data, the methods of descriptive statistics and inferential statistics of the t-test of two independent populations were used and SPSS software was used for analysis.

5- Findings

5-1- Descriptive findings

The answers obtained from the questionnaires collected for the gender question show that 83% of the statistical sample are men and only 17% are women.

The answers obtained from the questionnaires collected for the question of educational qualification, 12 of the respondents (40% of the statistical sample) are the holders of the expert educational degree, 18 of the respondents (60% of the statistical sample) are the holders of the master's degree and above. . Based on the findings, the educational group with a master's degree and above has a higher percentage.

The answers obtained from the questionnaires collected for the question of years of service show that in terms of years of service, 3 respondents (10% of the statistical sample) have experience of less than 10 years and 12 of the respondents (40% of the statistical sample) 15 of the respondents (50% of the statistical sample) have a history of more than 20 years. The group with more than 20 years of teaching experience has the highest frequency.

The central and dispersion indicators of the distribution of the answers given to the questions related to the variable of education and sustainable development show its dimensions, the average of educational planning and cooperative learning for development is 3.7, the average of research and

evaluation for development is 3.28, the average The key feedback for development is 3.39, the average of organizational and social aspects for sustainable development is 3.34, and the average of institutional activity for development is 1.4.

5-2- Inferential findings

H1: the role of the Parsabad Education Council in educational planning and cooperative learning for sustainable development is different among the experimental and control groups.

In order to analyze the above hypothesis, two independent t-tests were used in the form of researcher's hypothesis (H1) and null hypothesis (H0).

Table (2): Descriptive statistics index and t-test of two examples of educational planning and cooperative learning for development

Variable		number	Mean	standard deviation	standard error	variances	F	Sig.	degrees of freedom	t	significance
Educational planning and cooperative learning	control group	15	3.3	0.79	0.20	Uniformity assumption without equality assumption	15.20	0.001	28	2.66	0.013
	experimental group	15	3.86	0.35	0.09					19.23	2.65

The index of descriptive statistics of the variable of educational planning and cooperative learning for development from the perspective of the experimental group and the control group is presented in table (2). It can be seen that the number of 15 teachers in the experimental group has an average value of 3.86 with a standard deviation of 0.35, and from the point of view of 15 people in the control group, the average value is 3.3 with a standard deviation of 0.79. As can be seen, there is a difference in the average of the first and second groups. The significance level test of Levin's test is equal to 0.001, which is less than 0.05, and the assumption of equality of variances is accepted. Because the value of t calculated assuming equality of variances is 2.66 with 28 degrees of freedom for two-domain tests at the 0.5 level, it is higher than the absolute value of the critical value of t table (1.96), that is, it is 0.013, therefore, The null hypothesis in this test based on the lack of difference between the views of the experimental and control groups regarding educational planning and cooperative learning for sustainable development is rejected and with 95% confidence it can be claimed that: the role of the Parsabad Education Council in the program Educational planning and cooperative learning for sustainable development are different among experimental and control groups, and the Education Council has a role in educational planning and cooperative learning for sustainable development of schools in Pars Abad.

H2: The role of the Parsabad Education Council in research and evaluation for sustainable development is different among the experimental and control groups.

Table (3): Descriptive statistics index and t-test of two samples of research and evaluation for sustainable development

Variable		number	Mean	standard deviation	standard error	variances	F	Sig.	degrees of freedom	t	significance
research and evaluation	control group	15	2.85	0.86	0.19	Uniformity assumption without equality assumption	17.12	0.000	28	2.86	0.007
	experimental group	15	3.42	0.32	0.06					17.75	2.86

The index of descriptive statistics of the research and evaluation variable for sustainable development from the perspective of the experimental group and the control group is presented in table (3). It can

be seen that the number of 15 teachers in the respondent group has an average value of 3.42 with a standard deviation of 0.32, and from the point of view of 15 people in the control group, the average value is 2.85 with a standard deviation of 0.86. As can be seen, there is a difference in the average of the first and second groups. The significance level test of Levin's test is equal to 0.000, which is less than 0.05, and the assumption of equality of variances is accepted. Because the value of t calculated by assuming equality of variances is 2.86 with a degree of freedom of 28 for two-domain tests at the 0.5 level, it is higher than the absolute value of the critical value of the t table (1.96) i.e. 0.008, therefore, the assumption The zero in this test is based on the lack of difference between the views of the experimental and control groups regarding the research and evaluation program for sustainable development, and it can be claimed with 95% confidence that: the role of the Parsabad Education Council in research and evaluation for Sustainable development is different between experimental and control groups, and the Education Council has a role in research and evaluation for the sustainable development of schools in Pars Abad, Moghan.

H3: The role of the Parsabad Education Council in providing key feedback for sustainable development is different between the experimental and control groups.

Table (4): Descriptive statistics index and t-test of two key feedback samples for sustainable development

Variable	No	Mean	standard deviation	standard error	variances	F	Sig.	degrees of freedom	t	significance
key feedback	control group	15	3.25	0.45	0.25	Uniformity assumption without equality assumption	0.001	27	3.12	0.002
	experimental group	15	3.59	0.29	0.03			19.21		

The index of descriptive statistics of the key feedback variable for sustainable development from the perspective of the experimental group and the control group is presented in Table (4). It can be seen that the number of 15 teachers in the experimental group has an average value of 3.59 with a standard deviation of 0.29, and from the point of view of 15 people in the control group, the average value is 3.25 with a standard deviation of 0.45. As can be seen, there is a difference in the average of the first and second groups. The significance level test of Levin's test is equal to 0.001, which is less than 0.05, and the assumption of equality of variances is accepted. Because the value of t calculated with the assumption of equality of variances is 3.12 with a degree of freedom of 27 for two-domain tests at the 0.5 level, it is higher than the absolute value of the critical value of the t table (1.96), i.e. 0.002, therefore, the assumption The zero in this test is based on the lack of difference between the views of the experimental and control groups regarding the key feedback program for sustainable development, and it can be claimed with 95% confidence that: the role of the Parsabad Education Council in key feedback for sustainable development It is different between the experimental and control groups, and the Education Council plays a key role in the feedback for the sustainable development of Parsabad Moghan schools.

H4: The role of the Parsabad Education Council in organizational and social aspects for sustainable development is different between the experimental and control groups.

Table (5): Descriptive statistics index and t-test of two samples of organizational and social aspects for sustainable development

Variable		number	Mean	standard deviation	standard error	variances	F	Sig.	degrees of freedom	t	significance
organizational and social aspects	control group	15	3.36	0.65	0.32	Uniformity assumption without equality assumption	19.03	0.000	28	3.38	0.001
	experimental group	15	3.85	0.25	0.12					19.36	

The variable descriptive statistics index of organizational and social aspects for sustainable development from the point of view of the experimental group and the control group is presented in table (5). It can be seen that the number of 15 teachers in the experimental group has an average value of 3.85 with a standard deviation of 0.25, and from the point of view of 15 people in the control group, the average value is 3.36 with a standard deviation of 0.65. As can be seen, there is a difference in the average of the first and second groups. The significance level test of Levin's test is equal to 0.000, which is less than 0.05, and the assumption of equality of variances is accepted. Because the t value calculated with the assumption of equality of variances is 3.38 with a degree of freedom of 28 for two-domain tests at the level of .05, it is higher than the absolute value of the critical value of the t table (1.96) i.e. 0.001, therefore, the assumption Zero in this test based on the lack of difference between the views of the experimental and control groups regarding the program of organizational and social aspects for sustainable development was rejected and with 95% confidence it can be claimed that: the role of the Parsabad Education Council in research and Evaluation for sustainable development is different between experimental and control groups, and the Education Council plays a role in organizational and social aspects for the sustainable development of schools in Parsabad, Moghan.

H5: The role of the Parsabad Education Council in the institutional activity for sustainable development is different among the experimental and control groups.

Table (6): Descriptive statistics index and t-test of two examples of institutional activity for sustainable development

Variable		number	Mean	standard deviation	standard error	variances	F	Sig.	degrees of freedom	t	significance
institutional activity	control group	15	3.95	0.47	0.12	Uniformity assumption without equality assumption	19.39	0.000	29	4.52	0.000
	experimental group	15	4.25	0.19	0.04					18.49	

The index of descriptive statistics of the institutional activity variable for sustainable development from the perspective of the experimental group and the control group is presented in Table (6). It can be seen that the number of 15 teachers in the experimental group has an average value of 4.25 with a standard deviation of 0.19 and from the point of view of 15 people in the control group, the average value is 3.95 with a standard deviation of 0.47. As can be seen, there is a difference in the average of the first and second groups. The significance level test of Levin's test is equal to 0.000, which is less than 0.05, and the assumption of equality of variances is accepted. Because the value of t calculated with the assumption of equality of variances is 4.52 with a degree of freedom of 29 for two-domain tests at the 0.5 level, it is higher than the absolute value of the critical value of the t table (1.96), i.e. 0.000, therefore, the assumption Zero in this test based on the lack of difference between the views

of the experimental and control groups regarding the institutional activity plan for sustainable development is rejected and with 95% confidence it can be claimed that: The role of the Parsabad Education Council in research and evaluation for development Sustainable is different between experimental and control groups, and the Council of Education plays a role in the institutional activity for the sustainable development of schools in Parsabad, Moghan.

6-Conclusions and suggestions

Considering that in the contemporary world, the educational system is the tool and support of all modern governments to achieve sustainable and all-round development, therefore, it is necessary for politicians and high officials of the system to reconsider their previous attitudes and methods, and restore their position and The dignity of education in the organizational and social hierarchies, open a new and more account on the role and contribution of the education system and more than one million teachers, so that they, in turn, play a more worthy role in running the country and advancing affairs and achieving the ideal society. .

With regard to the mentioned process for sustainable development, it can be concluded that the time, opportunity and framework are necessary for it. Pursuing education for sustainable development is obvious, taking the approach of the school as a whole can help to make the implementation framework more methodical.

Also, looking at the activities of schools in recent years, especially in the field of environmental education, it can be seen that education for sustainable development in schools is in the awareness stage, so that managers have understood its necessity, but they do not have a clear framework for its implementation. Therefore, it is the responsibility of the responsible institutions to make the best use of the opportunity and move schools towards sustainability by providing appropriate implementation frameworks, because schools are one of the most important tools for achieving sustainable development.

Accordingly, it is suggested; In order to strengthen the sustainable development of schools, Pars Abad Education Council should describe and explain the following things to schools.

- Explain educational planning and cooperative learning for the development and integration of educational programs for schools.
- In the direction of research and evaluation for development; Provide monitoring, regular evaluation feedback and action-oriented research.
- Develop shared social links and feedback of key and important messages from educational programs in schools.
- Organizational and social aspects, placing sustainability in the center, school activities, professional development of support personnel
- and educational and other stakeholders of schools should be compiled and explained.
- Institutional activity for development such as; Consider greening schools and their surroundings, reducing the ecological footprint of schools, and feedback on key and important messages from education planning.

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