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INTEGRATING SDGS INTO THE GRADE 9 GEOGRAPHY CURRICULUM OF NAZARBAYEV INTELLECTUAL SCHOOL

Integrating the United Nations Sustainable Development Goals (SDGs) into educational curriculums is essential for many nations to develop globally competent and environmentally responsible citizens.

By exploring interactions between individuals and the environment, as a discipline geography offers a critical foundation for fostering sustainability literacy.

This study investigated alignment of the themes and learning objectives of the Grade 9 Geography curriculum at the Nazarbayev Intellectual Schools (NIS) with the United Nations Sustainable Development Goals. To implement this, qualitative content analysis was applied, thematic content, curriculum objectives, and learning outcomes were mapped to the SDGs.

Findings from the study indicate strong alignment with environmental SDGs (6, 13, 14, 15), moderate integration of economic sustainability (8, 9, 12), and limited coverage of social sustainability themes (3, 5, 10, 11).

While the course plan displays awareness of environmental issues, explicit references to the SDGs are limited, and there is a noticeable gap in the implementation of transformative pedagogies.

Recommendations of the study include curriculum revision, organizing training sessions for teachers in sustainability pedagogy, and promoting contextually grounded projects to reinforce SDG-oriented education.

Keywords: Sustainable Development Goals, geography education, curriculum analysis, NIS.

Introduction

To mitigate rising global challenges including climate change, environmental degradation, poverty and inequality, in 2015, the United Nations adopted the Agenda for Sustainable Development (SDGs) with 17 interlinked goals. According to UNESCO [1, p. 5–7] education functions not only as an individual objective under SDG 4 but also as a catalyst for achieving all other goals, empowering learners with the essential skills, knowledge, and ethical values to foster sustainable development. Geography, connecting the natural and social sciences, provides students with the instruments to investigate the complex relationships between people and environment within the global context [2, p.12–18]. Nazarbayev Intellectual Schools (NIS) apply a competency-based curriculum aligned with international educational frameworks that encourages critical thinking, research skills and environmental awareness [3, p. 4–10]. This study aims to assess the level of integration of the UN Sustainable Development Goals into the Grade 9 Geography curriculum at NIS, focusing on themes and teaching methods.

This literature review investigates how geography education contributes to the realization of the Sustainable Development Goals (SDGs). The discussion is structured into five subtopics: Geography Education and Sustainable Development, The Role of Education in Achieving the SDGs, Global Trends in SDG Integration, Geography Education and SDGs in Kazakhstan, and Literature Gaps. Collectively, these sections synthesize relevant empirical studies, examine educational reforms and global practices, and identify existing gaps in the incorporation of sustainability concepts into geography curricula at both national and global levels.

Geography education provides an interdisciplinary lens for comprehending sustainability. Catling and Willy elaborate geographical thinking as the crucial skill for analyzing how individuals engage with their surroundings. This approach enables students to evaluate effects of human activity on ecosystems, urban areas

and global systems, positioning geography as a central component of Education for Sustainable Development (ESD). According to UNESCO, Education for Sustainable Development fosters critical thinking, analytical thinking, participatory learning and problem-solving skills. Brooks et al. [4, p. 48–55] highlight that integrating sustainability into geography lessons assists learners comprehend environmental and global issues more deeply as well as cultivating global citizenship and environmental consciousness (awareness) among learners. Lambert and Solem [5, p. 60–63] believe that shifting toward transformative geography teaching can encourage students (move beyond knowledge acquisition) to take an active role in solving sustainability problems. Geography education provides an interdisciplinary perspective for comprehending sustainability. Catling and Willy elaborate «geographical thinking» as the crucial skill of analyzing how individuals interact with their surroundings. As noted by De Miguel Gonzalez and Sebastian-Lopez [6, p. 7–10] different subfields of geography can be mapped to specific SDGs-for instance, human geography contributes to SDG 5 and 10 and hydro-geography to SDG 6.

Education plays an essential role in the realization of the Sustainable Development Goals (SDGs) by equipping students with sustainability-oriented values and knowledge. Vare and Scott [7, p. 15-20] distinguish between two dimensions of Education for Sustainable Development (ESD): ESD1, which emphasizes factual and conceptual learning, and ESD2, which focuses on transformative, action-based learning. Geography education can bridge both by linking environmental and economic knowledge with applied learning and community engagement [8, p. 22-30]. However, Miao et al. [9, p. 40–45] observe that although advanced curriculums in the USA and China address human-environmental interactions, they often neglect essential elements of transformative, value-based learning.

Several nations have begun embedding the SDGs into their geography curricula. According to Kim and Lee, [10, p. 215–220] South Korea and Japan implement ESD through cross-curricular and experiential learning, while in the United Kingdom, learners focus on the themes of climate change, sustainability, and interdependence [11, p. 12–18].

European scholars also identify selective incorporation of the SDGs in geography education and recommend adopting blended and experiential learning methods [12, p. 88–92]; [13, p. 1650–1658].

The ESD for 2030 Framework, [14, p. 5–14] highlights that education serves as a central driver in the realization of all SDGs, with a specific focus on Target 4.7. Giancola et al. [15, p. 2–5] highlight education as a key pillar for promoting sustainable development and facilitating Europe's transition to a low carbon economy.

Sposab and Rieckmann [16, p. 10–18] conducted a review of 20 years of research on sustainability competencies in secondary education and found that most studies emphasize knowledge and behavior rather than higher-level competencies like systems thinking. They call for more strong assessment tools, clear definitions, and more comprehensive long-term studies are required to effectively integrate sustainability principles into the secondary school curriculum.

Recent reforms in Kazakhstan's secondary education system, including the NIS curriculum, aim to foster global citizenship, ecological literacy, and analytical thinking. Despite the strong presence of environmental content, the curriculum provides limited direct links to the SDGs [17, p. 46-50]; [18, p. 36–41]. Kenzhegulova [19, p. 60–65] states that while many teachers possess a conceptual understanding of sustainable development, they often lack effective pedagogical strategies and tools to successfully integrate SDG principles into their lessons. Comparative research in Central Asia reveals that educational institutions face similar gaps in integrating Education for Sustainable Development [20, p. 3–7].

Scoping reviews confirm that global research on SDG integration in secondary geography education remains limited, with most studies originating from Asia and Europe.

Empirical studies examining the incorporation of the SDGs into Kazakhstan's Grade 9 geography curriculum, particularly within Nazarbayev Intellectual Schools, remain scarce. This research addresses this gap by utilizing Krippendorff's content analysis methodology to evaluate the degree of alignment between curriculum goals, thematic content and SDG-related learning outcomes.

Materials and methods

A qualitative content analysis was employed to examine the Nazarbayev Intellectual Schools (NIS) Grade 9 Geography curriculum. This analytical approach enables the identification and interpretation of sustainability-related themes and their alignment with the United Nations Sustainable Development Goals (SDGs). The study adopts a descriptive and interpretative design, emphasizing thematic correspondence and contextual understanding rather than statistical measurement or frequency analysis.

The research was guided by the following objectives:

- 1 To evaluate the extent of SDG integration within the Grade 9 NIS Geography curriculum.
- 2 To map learning objectives and content topics that correspond to specific Sustainable Development Goals.
- 3 To determine how the curriculum achieves a coherent and balanced integration of the three fundamental pillars of sustainability—environmental, social, and economic.

4 To propose recommendations for enhancing the incorporation of SDG-related themes within the curriculum.

The NIS Grade 9 Geography curriculum (Autonomous Educational Organization "Nazarbayev Intellectual Schools", Astana, 2023.) was utilized as the primary data source for this research, and The United Nations 2030 Agenda for Sustainable Development, UNESCO's Education for Sustainable Development (ESD) Roadmap, Official teacher guides and instructional materials used in curriculum implementation were used for extracting secondary data. These documents provided the contextual foundation for evaluating curriculum objectives, content, and pedagogical orientation in relation to global sustainability frameworks.

The study applied a three-phase coding framework, adapted from the methodological approach of Elo and Kyngas, to systematically analyze the curriculum content.

During the preparation phase, the curriculum was methodically evaluated to determine which learning objectives, themes and modules integrated with sustainability-related concepts

In organizational phase, each learning objective was mapped to relevant SDGs and categorized into three thematic domains which were Environmental (Goals 6, 13, 14, 15), Economic (Goals 8,9, and 12) and Social (Goals 3, 4, 5, 10 and 11)

At the reporting phase, the outcomes of the analysis were summarized to evaluate the degree of SDG alignment, identify thematic gaps, and assess the balance among environmental, social, and economic dimensions.

The alignment of the curriculum with the Sustainable Development Goals was evaluated using four key criteria. Relevance focused on how closely the learning objectives and content relate to sustainability-oriented themes. Explicitness examined how clearly and visibly the SDGs are referenced, whether directly or indirectly. Balance considered the extent to which environmental, economic and social aspects of sustainability are represented in a proportional way. Pedagogy looked at how teaching approaches promote inquiry, active participation and reflective learning.

Results and Discussion

The results are structured based on the research objectives.

The data indicates that the curriculum strongly incorporates environmental themes, including modules like Water Resources and Pollution, Atmospheric Hazards, and Biodiversity Conservation. These modules show a strong alignment with SDGs 6, 13, 14, and 15 enabling learners to explore global challenges such as resource depletion, global warming, and biodiversity loss (See Figure 1).

The heat map illustrates the degree of correspondence between specific learning objectives and the Sustainable Development Goals (SDGs) based on a 4-point scale:

1-Not included in this learning objective (LO); does not form part of the SDG learning objective, and it is unlikely that teachers will include it as part of instruction.

2-Not included in this learning objective, but teachers may choose to address it while teaching to achieve this LO.

3-Partially included in this learning objective / considered a component of the SDG learning objective.

4-Main focus / forms the primary goal within the SDG learning objective.

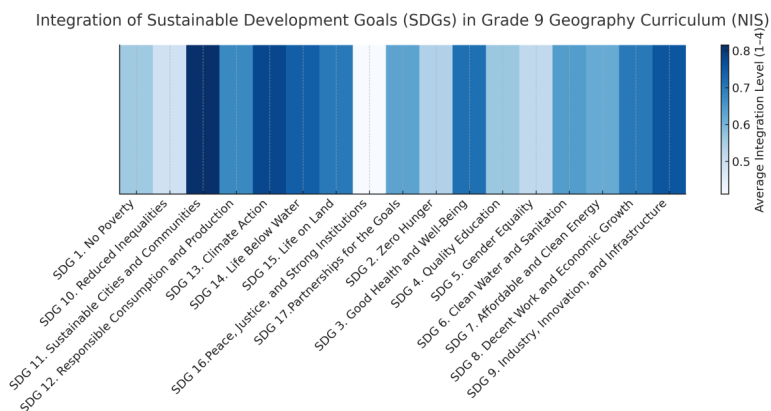


Figure 1 – Overall Integration of the United Nations Sustainable Development Goals (SDGs) within the Grade 9 Geography Curriculum (NIS).

The visualization presents average alignment levels (1–4) across all SDGs. Darker shades represent stronger integration. The curriculum demonstrates a strong environmental focus, moderate economic inclusion, and limited social sustainability representation.

The darker shades indicate stronger integration levels. As seen in the heat map, environmental goals (SDGs 6, 13, 14, and 15) exhibit the highest degree of inclusion, while economic and social dimensions are integrated to a moderate and limited extent respectively. The analysis showed that economic sustainability concepts are embedded in the curriculum through topics such as Economic Resources and Sustainable Development. By studying the Human Development

Index (HDI), students can explore socio-economic disparities at both local and global scales.

The review showed that reflection of social sustainability perspectives in the curriculum is limited. The social sustainability goals are addressed through topics such as Urbanization, Demographics, and Migration, which indirectly support SDGs 3, 5, 10, and 11 by discussing problems related population dynamics, urban sustainability, and social equity (See table 1).

Table 1 – Summary of Integration Levels

Dimension	Relevant SDGs	Integration Level	Example
Environmental	6, 13, 14, 15	Strong	Water resources, climate change, biodiversity conservation
Economic	8,9,12	Moderate	Industry, sustainable development, Human Development Index(HDI)
Social	3, 5, 10, 11	Limited	Social equity, migration, urbanization

Further analysis revealed that the curriculum fosters research skills, critical thinking, and ICT literacy; however, sustainability-oriented competencies, including collaboration, systems thinking, and applied problem-solving exhibit a low level of development. Incorporating project-based pedagogies could enhance the curriculum's contribution to ESD goals.

The analysis revealed that the Grade 9 Geography curriculum demonstrates the explicit engagement with the themes of gender equality, social justice, and health within the curriculum is minimal. Integrating real-world case studies on inclusive urban planning and community participation would strengthen the curriculum's alignment with social sustainability objectives.

The findings highlight that the NIS Grade 9 Geography curriculum shows partial alignment with the Sustainable Development Goals (SDGs). Although environmental topics are well represented in the curriculum, attention to the social and economic dimensions is limited. This imbalance mirrors global trends, where environmental issues often receive greater emphasis in sustainability education.

In line with Vare and Scott's distinction between ESD1 (focused on knowledge) and ESD2 (transformative) teaching strategies, the curriculum leans more toward theoretical knowledge than participatory engagement.

Themes on climate change, water resources, and biodiversity are incorporated in relation to SDGs 6, 13, 14 and 15; however, the curriculum does not provide community-based learning, limiting its transformative potential to foster transformative geography education.

Introducing field studies, project-based learning, and collaboration with community sustainability programs could transform learning from passive awareness to action-oriented practice.

The current investigation found that the curriculum moderately aligns with economic sustainability, while the inclusion of themes such as gender equality, social justice, and health is minimal, reflecting prior findings that emphasize insufficient pedagogical frameworks to support SDG-based teaching in Kazakhstan. Economic sustainability alignment could be further enhanced by including topics on green technologies, responsible consumption, and sustainability projects related to Kazakhstan. It is recommended that real-world case studies on inclusive urban planning and community participation should be incorporated to strengthen the curriculum's alignment with social sustainability objectives.

In general, the curriculum mainly fosters environmental awareness and higher-order thinking skills; however, it lacks a balanced and action-oriented integration of the three pillars of sustainability.

Enhancing teachers' competencies and incorporating project-based learning strategies would integrate the program more effectively with UNESCO's (2020) Education for Sustainable Development framework and best international practices for SDG-related teaching in Kazakhstan.

Inclusion of locally grounded case studies on sustainable cities, gender equality, and green innovation could deepen contextual understanding and promote greater student involvement.

Conclusions

The research findings indicate that the NIS Grade 9 Geography curriculum demonstrates partial alignment with the Sustainable Development Goals (SDGs). While environmental themes are strongly represented, economic issues are covered to a moderate extent, and social dimensions are insufficiently developed. The curriculum provides minimal explicit references to the SDGs, and transformative learning strategies are only marginally incorporated. Recommendations:

Revise the curriculum to mainstream the Sustainable Development Goals (SDGs) across its learning objectives and instructional content.

Organize professional development programs to equip teachers with ESD pedagogical competencies that promote inquiry-based and project-based learning.

Incorporate case studies from Kazakhstan to link global sustainability goals to the country's economic, social, and environmental realities.

Develop assessment methods designed to evaluate students' action-based sustainability skills. (Develop assessment frameworks aimed at evaluating students applied and action-oriented sustainability competencies.)

Facilitate collaborative teaching and curriculum design across geography, civics, science, and ICT disciplines to enhance coherence in sustainability education.

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НАЗАРБАЕВ ЗИЯТКЕРЛІК МЕКТЕБІНІҢ 9-СЫНЫП ГЕОГРАФИЯ ПӘНІ БАҒДАРЛАМАСЫНА ТҰРАҚТЫ ДАМУ МАҚСАТТАРЫН КІРІКТІРУ

Біріккен Ұлттар Ұйымының Тұрақты даму мақсаттарын (ТДМ) білім беру бағдарламаларына енгізу – ғаламдық ой-өрісі кең, экологиялық жауапты тұлғаларды қалыптастырудың маңызды алғышарты болып табылады. Адам мен қоршаған орта арасындағы өзара әрекетті зерттеу арқылы география пәні тұрақты даму сауаттылығын қалыптастырудың негізгі ғылыми негізін ұсынады.

Бұл зерттеу Назарбаев Зияткерлік мектептеріндегі (НЗМ) 9-сынып география пәні бағдарламасының тақырыптары мен оқу мақсаттарының Біріккен Ұлттар Ұйымының Тұрақты даму мақсаттарымен сәйкестігін талдауға бағытталды. Зерттеу барысында сапалық мазмұндық талдау (qualitative content analysis) әдісі қолданылып, оқу мазмұны мен күтілетін нәтижелер ТДМ мақсаттарына сәйкестендірілді.

Зерттеу нәтижелері экологиялық мақсаттармен (6, 13, 14, 15) жосары сәйкестікті, экономикалық тұрақтылық тақырыптарымен (8, 9, 12) орташа деңгейдегі кіріктіруді және әлеуметтік тұрақтылық бағыттарының (3, 5, 10, 11) шектеулі қамтылуын көрсетті. Бағдарлама экологиялық мәселелерге назар аударады, алайда ТДМ-ға тікелей сілтемелер аз және түрлендіруші педагогиканы (transformative pedagogy) іске асыруда айқын олқылық бар. Зерттеу нәтижелері негізінде оқу бағдарламасын қайта қарау, мұғалімдерге тұрақты даму педагогикасы бойынша оқыту семинарларын ұйымдастыру және ТДМ-ға бағытталған контекстік жобаларды дамыту ұсынылады.

Кілтті сөздер: Тұрақты даму мақсаттары, географияны оқыту, оқу бағдарламасын талдау, НЗМ.

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ИНТЕГРАЦИЯ ЦЕЛЕЙ УСТОЙЧИВОГО РАЗВИТИЯ В ПРОГРАММУ КУРСА ГЕОГРАФИИ 9 КЛАССА НАЗАРБАЕВ ИНТЕЛЛЕКТУАЛЬНОЙ ШКОЛЫ

Включение Целей устойчивого развития ООН (ЦУР) в образовательные программы является важным условием формирования глобально компетентных и экологически ответственных личностей. Изучая взаимодействие человека и окружающей среды, география как учебная дисциплина предоставляет фундамент для формирования устойчивого мышления и экологической грамотности.

Настоящее исследование направлено на анализ соответствия тем и учебных целей курса географии 9 класса Назарбаев Интеллектуальных школ (НИШ) Целям устойчивого развития ООН. Для реализации исследования был применён качественный контент-анализ, при котором тематическое содержание, цели обучения и ожидаемые результаты были сопоставлены с ЦУР.

Результаты исследования показали высокое соответствие экологическим целям (6, 13, 14, 15), умеренную интеграцию экономической устойчивости (8, 9, 12) и ограниченное освещение социальных аспектов устойчивого развития (3, 5, 10, 11). Несмотря на наличие тем, связанных с экологией, в учебном плане отмечается

недостаточное количество прямых ссылок на ЦУР и существенный пробел в реализации трансформирующих педагогических подходов. Рекомендации исследования включают пересмотр учебной программы, организацию курсов повышения квалификации для учителей по педагогике устойчивого развития и развитие контекстных проектов, направленных на обучение, ориентированное на ЦУР.

Ключевые слова: Цели устойчивого развития, преподавание географии, анализ учебной программы, НИШ.

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