

# Evaluation of UNESCO Document 2030 Development Indicators in the Content of Primary School Textbooks

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## ABSTRACT

The aim of this study was evaluation of UNESCO document 2030 development indicators in the content of primary school textbooks of 1st, 2nd, 3rd, 4th, 5th and 6th grades in Afghanistan. For this aim, all the units of the textbooks were examined with the content analysis method. This research for analyzing textbooks focused on text and exercises. The analytical unit in this research was the sentence. The analysis of the data was carried out by calculating frequency, and percentage. As a result, it was observed that components of health, peace, gender and consumption pattern are not balanced in Afghanistan textbooks. The study showed that Afghanistan textbook contain the "peace" indicator the most frequently.

## 1. Introduction

The education and training of people in society is the responsibility of the education system as a foundation. The function of this system is so important that Rousseau called it the salvation of mankind (Polikoff, 2015). Review of the evolution of the world over half a century shows that profound changes have taken place in the beliefs, values and lifestyles of the people of the world. Also the rapid growth of science and technology around the world has created the need for a system of education for development, dynamism and advancement and it is bound to link the school with the real world. In addition to providing specialized content, must devote skills and abilities to children to succeed in new world (era of Globalization). Today's children are not limited to their own family, society and country, but they are integral part of the human world and global relations.

In such situation, there are requirements and obligations in all areas affecting human life as individual and social dimensions, and education in general and curriculum in specific will be effective. Curriculum that is based on textbooks is one of the most important factors influencing the outcomes of the educational system (Berlinski, Galiani & Gertler, 2009). Therefore, educational system designers should integrate curriculum content with global changes and standards. Conforming educational system with the global standards will train individuals equal to global standards on the global and local communities, which will further enhance the international community's development (Collins & Halverson, 2010). United Nation state members agreed to try to achieve Sustainable Development Goals up to 2030 that include 17 goals, and one of them is Quality Education. So UN members should include the global criteria or sustainable development goals 2030 agenda in to their educational system, but it is not clear whether state members included the criteria or not.

Accordingly, to achieve this, one of the most fundamental points that can help countries to promote the goals of the UNESCO Sustainable Development 2030 document <sup>1</sup> in communities is the content of primary textbooks. The primary

courses are considered as the basis for the education. The content of this period will be the first lessons that will be place in children's mind, and this is the starting point for children to know about the society. Although it is easy to program elementary school curriculum with presence of pivot point, there is a special sensitivity in the process of decision making about the content (Alexander, 2004). Global developments, such as the expansion of communication, have caused interconnectedness and intertwining of global issues. This situation requires a new condition for the education system, since this system is part of the global system as a whole and there is a mutual action that is influenced by global approaches. Considering school's goals are to prepare children and adolescents to live in society, a balance is expected between education and global social, political and economic changes at the national and international levels. If education does not coincide with global approaches or criteria, it will be obsoleted and informal and transnational education will be replaced (Bowles & Gintis, 2011). The purpose of this study is to compare the school curriculum, including curriculum and content of the textbook and its consistency with international standards as indicated in UNESCO 2030 document. The global standards are the principles placed in SDGs' document and impart states to prepare their Educational program according to them in order to make step towards global development, equality and peace. The world, UN state members at the General Assembly endorsed the Sustainable Development Agenda in 2015, which includes 17 main goals and 169 specific targets that map the international community's path to development for the next 15 years (UNESCO, 2016). The study emphasizes the four components of peace, health, patterns of consumption, and gender, taken from the UNESCO Sustainable Development 2030 document, All of indicators of these component taken from the 2030 document, and attempting to found indexes in the context of primary textbooks Afghanistan.

Afghanistan is a state member of UN and its educational system is not up-to-date. So it must be renewed according to sustainable development goals criteria's and the globalization era. The first step through this process is analyzing situation

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<sup>1</sup>Sustainable Development goals

and find the deficiency and weak point of the Educational system in accordance of SDGs principles (Eck et al, 2016). Recognizing the urgency of considering global dimensions of the country's education and training system and the need to pay attention to objectives of the SDGs in the curriculum, among the various types of goals of the document in this study, in order to limit the subject, only a few concepts were selected among the objectives of the 2030 document and the importance of these indicators have been compared to other indicators. The Main question of the research is that if education moves along with global changes, what criteria should be considered in the content of school text book and how is the current situation of the Educational system.

## 2. Research Questions

1. To what extent the "health" component has been incorporated/considered in the "Dari, life skill and social studies" textbooks of the elementary education's 1<sup>st</sup> to 6<sup>th</sup> grade?
2. What extent the "peace and equality" component has considered in the "Dari, life skill and social studies" textbooks of the elementary education's 1<sup>st</sup> to 6<sup>th</sup> grade?
3. What extent the "gender segregation" component has considered in the "Dari, life skill and social studies" textbooks of the elementary education's 1<sup>st</sup> to 6<sup>th</sup> grade?
4. What extent the "Consumption pattern" component has considered in the "Dari, life skill and social studies" textbooks of the elementary education's 1<sup>st</sup> to 6<sup>th</sup> grade?
5. Which of the components has most distributed in the content of the textbooks?

## 3. Literature review

In this section, we present an overview of the existing studies on textbook content analyses with a particular focus on four component of the UNESCO Sustainable Development 2030 document. In this way many countries have implemented research into the educational system and educational content of this document. Accordingly, Priya et al (2016) their research results showed the textbooks of all the three boards contained basic and adequate information on oral health. Periodic revisions of the content and quality of information in the school textbooks are essential. Also Subburaman et al. (2017) state the potential of secondary school textbooks in delivering oral health messages which is very little in Smasher school textbooks. And Nomoto et al. (2011) in his research came to this conclusion that some current school textbooks provide insufficient content and contain inaccurate or out-of-date health information. This study found through health-related content analysis of the school textbooks that textbooks in the United States and Spain cover sexuality, sexually transmitted diseases, and nutrition more often than do textbooks in other countries.

Lin (2007), a research effort titled Love, Peace and Wisdom in Education: The Transformation of Education for Peace has concluded that one of the challenges of the twenty-first century is to provide education in the field of friendship and the goal should be to educate citizenship that can bring peace in the world. However, educational systems and schools have

failed to educate peaceful way to citizens and have sought more war and violence. Shuayb, (2015). Worked on a research titled human rights and peace education in the Lebanese civics textbooks. The showed result human rights and peace education were endorsed in the aims and objectives of the 1997 curriculum. The textbooks directly addressed some of these themes, particularly human rights and to a lesser degree peace education.

Lee, (2014) Stated reveal common use of gender-neutral vocabulary and the neutral title Ms to address women. However, gender disparities in the forms of female invisibility, male firstness and stereotypical images are still prevalent in the textbooks examined. On the other hand, Wang (2013) has also examined the socialization of values in Chinese children and its changes based on the content of the new textbook. As seen, according to the needs of the community, the study of the content of textbooks is more gender-sensitive. Also, Kobia (2009) examined textbooks according to gender in the elementary school in Kenya, which showed that most of the traditional roles are attribute to woman more than men. In the other research Ide, (2016) Expresses that German school textbooks significantly reflect the depictions of environment-conflict links in political, media and (popular) science discourses and thus reveal crucial practices. Also another research results show that overall, environmental literacy is not well covered in primary school science textbooks and all components of environmental literacy did not receive the same attention. While the components pertaining to environmental knowledge are highly emphasized, other components are partially or even largely ignored in Iranian primary schools (karatekin, 2012). In a research conducted by Chan (2006) On the consumer socialization of Chinese children in schools: analysis of consumption values in textbooks, the results have shown that eight out of 72 lessons (i.e. 11 percent) were about consumption. The media contents put strong emphasis on thrift and frugality. Children were taught that there were private goods and public goods. Finally, it can be said that in many countries efforts have been made to adapt the educational system to the world.

## 4. Research methods

This research was conducted in primary school to determine the level of attention to the "peace", "health", "gender equality" and "Consumption of Pattern" components in textbooks of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grades in primary school, has been made with document review, one of the methods of qualitative research. Document review includes the analysis of written materials containing information about the fact or facts that are targeted to be researched (Karatekin, 2012). This research for analyzing textbooks focused on text and exercises. And the analytical unit in this research is the sentence. Also will be analyzed using descriptive statistical methods (frequency and percent).

The statistical population of this study is all the books of the first elementary edition, which comprise grade one to grade three books (Dari, Math, Quran, Religious, Morality, Drawings and hand writing), and in grade four to six books (Dari, Pashto, Encyclical, Mathematical, Scientific, Social, Quran, and Religious, Drawing and hand writing), which form the study in the 42 sets of statistical collection.

According to the purposeful sampling method, the statistical samples of this research include books on Dari, life skill and social sciences in each grade, which will be a total of 12 books. The tool for this research will be a researcher-made index of indicators assessment. For Validity of research form has used Content validity ratio (CVR), the content validity ratio (Law she) is one of the earliest and most widely used methods for quantifying content validity. As a result of the implementation of the CVR method, 9 items of the 37 items were deleted because of the low CVR value (0/59) and other items are accepted. Final, after evaluating each item in validity, we will examined validity entire form, which is based on the following formula and the result shows CVI= 0/7, this value is accepted. For Reliability we used William Scott formula. To calculate the reliability coefficient, 10% of the data was randomly selected, and then the samples were given with an operational definition of each concept to an expert for re-coding. After 10% of the data was re-coded by a specialist, it was analyzed by William Scott's formula. The calculated reliability coefficient 0.8 and was accepted.

### 5. Collection of Data

Data sources of this study are 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade social, Dari and skills in each level; Life skills books are read at levels 1<sup>st</sup> to 3<sup>rd</sup> and Social Book is read at Level 4<sup>th</sup> and 6<sup>th</sup>. That in 2015-2016 education year, prepared by ministry of Education of the country. Also to collect data in this study, two steps were followed. First, Data was collected by the research team of two people whom have mastered in the field of education. Second, after completing each book, the master researcher reviewed the collected data again to avoid possible errors.

### 6. Analysis of Data

In this research, content analysis was used in the interpretation of the data acquired with document review. The Content analysis is an in-depth analysis of messages using quantitative or qualitative techniques (Braun & Clarke, 2006).

This technique is trying to collect similar data within the frame of specific notions and themes and to interpret it by organizing in a way that the reader can understand and the main purpose in content analysis to concepts and connections that can serve to explain the collected data (karatekin, 2012; Gutiérrez and Martínez-Tapias, 2011). In this research, "health, peace and equality, gender and consumption pattern" are taken as the main category. Each main category has Sub-categories as shown below:

**Health:** washing hands, Use personal items, Personal Grooming, Environmental health, The importance of exercise and disease prevention, Healthy communication with others and empathy and Understanding the harmful effects of drugs on health.

**Peace and equality:** Pardon and forgiveness, The Importance of Peace in Human Life, Developing the knowledge, skills and attitudes to defend their rights and others, Human dignity and worth, Avoiding Patriarchy and Avoiding racism.

**Gender segregation:** Personality characteristics of men (**Active, upstream and intellectual**) and women (**Passive, downstream and Emotional**) the role of professional and social patterns of men (**Out of the house and high income, Social patterns, leadership, academic and specialist**) and women (**Low-income or household jobs and Role of motherhood, parenting and housekeeping**).

**Consumption pattern:** how to use bread, water, writing supplies, clothes, time, energy and natural resources.

Finally, all the texts and exercises that were consistent with each of the above groups were coded and categorized according to the descriptive statistics.

7. Findings

Table 1. frequency and percentage distribution of health components in Dari, Life skills and Social Sciences textbooks

Components of health	Dari textbooks							Life Skills textbooks				Social sciences textbooks				General Total	
	1 <sup>th</sup> Grade	2 <sup>th</sup> Grade	3 <sup>th</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	TOTAL	1 <sup>th</sup> Grade	2 <sup>th</sup> Grade	3 <sup>th</sup> Grade	TOTAL	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	TOTAL		
washing hands	f	2	1	1	0	0	2	6	9	1	4	14	0	0	0	0	20
	%	18.18	3.22	4.76	0	0	5.88	3.50	18.75	2.56	12.90	11.86	0	0	0	0	6.32
Use personal items	f	0	1	0	0	2	2	5	2	4	1	7	0	0	0	0	12
	%	0	3.22	0	0	4.65	5.88	2.92	4.16	10.25	3.22	5.93	0	0	0	0	3.79
Personal Grooming	f	8	13	7	7	17	14	66	9	8	6	23	0	4	0	4	97
	%	72.72	41.93	33.33	22.58	39.53	41.17	38.69	18.75	20.51	19.35	19.49	0	30.76	0	14.81	30.69
Environmental health	f	0	4	7	10	3	1	25	11	4	5	20	5	9	0	14	69
	%	0	12.90	33.33	32.25	6.97	2.94	14.61	22.91	10.25	16.12	16.94	100	69.23	0	51.85	21.83
The importance of exercise and disease prevention	f	1	2	0	0	12	9	24	3	2	0	5	0	0	0	0	29
	%	9.09	6.45	0	0	27.90	26.47	14.03	6.25	5.12	0	4.23	0	0	0	0	9.17
Healthy communication with others and empathy	f	0	6	0	6	0	1	13	4	20	15	39	0	0	0	0	52
	%	0	19.35	0	19.35	0	2.94	7.60	8.33	51.28	48.38	33.05	0	0	0	0	16.45
Understanding the harmful effects of drugs on health	f	0	4	6	8	9	5	32	10	0	0	10	0	0	9	9	51
	%	0	12.90	28.57	25.80	20.93	14.70	18.71	20.83	0	0	8.47	0	0	100	33.33	100
TOTAL	f	11	31	21	31	43	34	171	48	39	31	118	5	13	9	27	316
	%	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

7.1. Finding about health in Dari textbook from 1<sup>th</sup> grade to 6<sup>th</sup> grade

Result of content analysis in texts of Dari books are presented on table 1. As can be observed, in 1<sup>th</sup> grade Dari studies textbook, “personal grooming” has the highest inclusion level with 72.72 (8) percent among the components of health. This is followed by “washing hands” with 18.18 (2) percent, “the importance of exercise and disease prevention towards health” with 9.09 (1) percent and other health components do not include the text of the 1<sup>th</sup> grade textbooks. In 2<sup>th</sup> grade Dari studies textbook, “personal grooming” has the highest inclusion level with 41.93 (13) percent. This is followed by “healthy communication with others and empathy” with 19.35 (6) percent, “understanding the harmful effects of drugs on health” with 12.90 (4) percent, “the importance of exercise and disease prevention” with 6.45 (2) percent, “washing hands” and “use personal items” each with 3.22 (1) percent. In 3<sup>th</sup> grade Dari studies textbook, “health personal grooming” and “environmental health” have the highest inclusion level among the components of health each with 33.33 (7) percent and following by “understanding the harmful effects of drugs on health” with 28.57 (6) percent, the “washing hands” with 4.76 (1) and other health components are not included the text of the 3<sup>th</sup> grade textbooks.

In 4<sup>th</sup> grade Dari studies textbook, “environmental health” has the highest inclusion level among the components of health with 27.90 (12) percent. This is followed by “understanding the harmful effects of drugs on health” with 25.80 (8) percent, the “personal grooming” with 22.58 (7) percent and the “healthy communication with others and empathy” with 19.35 (6) percent and other health components are not included the text of the 4<sup>th</sup> grade textbooks. In 5<sup>th</sup> grade Dari studies textbook, “personal grooming” has the highest inclusion level among the components of health with 39.53(17) percent. This is followed by “the importance of exercise and disease prevention” with 27.90 (12) percent, “understanding the harmful effects of drugs on health” with 20.93 (9) percent,

“environmental health” with 6.97 (3) percent and “use personal items” with 4.65 (2) percent and other health components are not included the text of the 5<sup>th</sup> grade textbooks. In 6<sup>th</sup> grade Dari studies textbook, “personal grooming” has highest inclusion level among the components of health with 41.17 (14) percent. Following by the “importance of exercise and disease prevention” with 26.47 (9) percent, “understanding the harmful effects of drugs on health” with 14.70 (5) percent, “washing hands” and “use personal items” each with 5.88 (2) percent and healthy communication with others and empathy 2.94 (1) percent.

According to this, “personal grooming” component has the highest inclusion levels while “use personal items” component has the lowest levels among health components in 1<sup>th</sup> to 6<sup>th</sup> grade Dari textbook.

Examples of health components in 1<sup>th</sup> to 6<sup>th</sup> grade Dari textbook

- *Washing the Teeth is beneficial(D1, p.41 -Personal Grooming).*
- *We need to change our clothes frequently(D5, p.43 - Use personal items).*
- *Before and after eating, wash your hands with clean water and soap (D3, p.25 -washing hands).*
- *If anyone becomes sick, others should ask his/her condition (D4, p.146 -Healthy communication with others and empathy).*
- *With sport, the human body becomes strong and powerful (D6, p. 54 - The importance of exercise and disease prevention).*
- *It is necessary for every human being to keep clean his/her body, clothes and habitat (D2, p.83 - Environmental health).*
- *Drugs like cigarettes, Nasvar and Marijuana can damage the nerves and cause physical disability (D3, p.108 -Understanding the harmful effects of drugs on health).*

**7.2. Finding about health in life skill textbook on 1<sup>th</sup> grade to 3<sup>th</sup> grade**

Table 1 shows the health components in life skills books. As can be observed on components distribution in relation to grades, in 1<sup>th</sup> grade texts, the highest emphasis is placed on “environmental health with 22.91 (11) percent, this is followed by understanding the harmful effects of drugs on health with 20.83 (10) percent, washing hands and personal grooming each with 18.75 (9) percent, healthy communication with others and empathy with 8.33 (4) percent, The importance of exercise and disease prevention with 6.25 (3) percent and use personal items with 4.16 (2) percent included in the textbooks.

Also, in 2<sup>th</sup> grade texts, the highest emphasis is “healthy communication with others and empathy” with 51.28 (20) percent and as the same way, “personal grooming” with 20.51 (8) percent, “use personal items” and “environmental health” each with 10.25 (4) percent, “washing hands” with 2.56 (1) percent and “understanding the harmful effects of drugs on health” are not mentioned in this grade. In 3<sup>th</sup> grade texts, the highest emphasis is “healthy communication with others and empathy” with 48.38 (15) percent as the same way “personal grooming” with 19.35 (6) percent, “environmental health” with 16.12 (5) percent, “washing hands” with 12.9 (4) percent, “use personal items” with 3.22 (1) percent and other components are not mentioned in this grade.

According to this, “healthy communication with others and empathy” component has the highest inclusion level while “the importance of exercise and disease prevention” component has the lowest levels among health components in 1<sup>th</sup> to 3<sup>th</sup> grade life skills textbook.

*Examples of health components in 1<sup>th</sup> to 3<sup>th</sup> grade life skills textbook*

- *I collaborated in home cleanliness (L.S.1, p.7- Environmental health).*
- *After going to toilet, we wash our hands with soap (L.S. 3, p. 68- washing hands).*

- *We do sports and trainings to stay healthy (L.S.2, p.41- The importance of exercise and disease prevention).*

**7.3. Finding about health in social sciences textbook on 4<sup>th</sup> grade to 6<sup>th</sup> grade**

In 4<sup>th</sup> grade texts, it is just emphasized on environmental grooming with 100 (5) percent and on other components of this grade are not mentioned. In 5<sup>th</sup> grade, the highest emphasis was placed on environmental health with 69.23 (9) percent, followed by personal grooming with 30.76 (4) percent. Other components of health are not mentioned at this level.

According to this, environmental health component has the highest inclusion levels while personal grooming component has the lowest level among health components in 4<sup>th</sup> to 6<sup>th</sup> Grade life skills textbook.

*Examples of health components in 4<sup>th</sup> to 6<sup>th</sup> grade social sciences textbook*

- *If the cleanliness of the city is not paid attention seriously, its environment will soon become dirty (S.S.4, p.34-environmental health).*
- *Drug usage is not allowed in Islam. Because it causes the health, psychological and economic losses of humans (S.S.6, p.74- Understanding the harmful effects of drugs on health).*

*It is the task of the Ministry of Health and all the people of the country to keep clean the environment; the house, alley and the city (S.S.5, p.9- Personal Grooming).*

Table 1. frequency and percentage distribution of health components in Dari, Life skills and Social Sciences textbooks

Components of health	Dari textbooks							Life Skills textbooks				Social sciences textbooks				General Total
	1 <sup>th</sup> Grade	2 <sup>th</sup> Grade	3 <sup>th</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	TOTAL	1 <sup>th</sup> Grade	2 <sup>th</sup> Grade	3 <sup>th</sup> Grade	TOTAL	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	TOTAL	
washing hands	f 2	1	1	0	0	2	6	9	1	4	14	0	0	0	0	20
	% 18.18	3.22	4.76	0	0	5.88	3.50	18.75	2.56	12.90	11.86	0	0	0	0	6.32
Use personal items	f 0	1	0	0	2	2	5	2	4	1	7	0	0	0	0	12
	% 0	3.22	0	0	4.65	5.88	2.92	4.16	10.25	3.22	5.93	0	0	0	0	3.79
Personal Grooming	f 8	13	7	7	17	14	66	9	8	6	23	0	4	0	4	97
	% 72.72	41.93	33.33	22.58	39.53	41.17	38.69	18.75	20.51	19.35	19.49	0	30.76	0	14.81	30.69
Environmental health	f 0	4	7	10	3	1	25	11	4	5	20	5	9	0	14	69
	% 0	12.90	33.33	32.25	6.97	2.94	14.61	22.91	10.25	16.12	16.94	100	69.23	0	51.85	21.83
The importance of exercise and disease prevention	f 1	2	0	0	12	9	24	3	2	0	5	0	0	0	0	29
	% 9.09	6.45	0	0	27.90	26.47	14.03	6.25	5.12	0	4.23	0	0	0	0	9.17
Healthy communication with others and empathy	f 0	6	0	6	0	1	13	4	20	15	39	0	0	0	0	52
	% 0	19.35	0	19.35	0	2.94	7.60	8.33	51.28	48.38	33.05	0	0	0	0	16.45
Understanding the harmful effects of drugs on health	f 0	4	6	8	9	5	32	10	0	0	10	0	0	9	9	51
	% 0	12.90	28.57	25.80	20.93	14.70	18.71	20.83	0	0	8.47	0	0	100	33.33	100
TOTAL	f 11	31	21	31	43	34	171	48	39	31	118	5	13	9	27	316
	% 100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

#### 7.4. Finding about peace and equality in Dari textbook on 1<sup>th</sup> grade to 6<sup>th</sup> grade

As can be observed on table 2, most emphasized components in the 1<sup>th</sup> grade are the theme of avoiding patriarchy with 66.66 (10) percent, this is followed by the importance of peace in human life with 26.66 (4), human dignity and worth with 6.66 (1) percent and other components of peace and equality are not mentioned at this grade. In 2<sup>th</sup> grade texts, the highest emphasis is human dignity and worth with 59.45 (22) percent. This is followed by developing the knowledge, skills and attitudes to defend their rights and others with 35.13 (13), the importance of peace in human life with 5.40 (2) percent and other components of peace and equality are not mentioned at this grade. In 3<sup>th</sup> grade texts, the highest emphasis is human dignity and worth with 34.92 (9) percent. This is followed by developing the knowledge, skills and attitudes to defend their rights and others with 26.92 (7) percent, the importance of peace in human life with 19.23 (5), avoiding racism with 11.53 (3) percent, avoiding patriarchy with 3.84 (1) percent, pardon and forgiveness and avoiding patriarchy each with 3.84 (1) percent. In 4<sup>th</sup> grade texts, the highest emphasis was placed on human dignity and worth with 56.25 (18) percent. This is followed by the importance of peace in human life with 21.87 (7) percent, avoiding patriarchy with 9.37 (3) percent, developing the knowledge, skills and attitudes to defend their rights and others and avoiding racism each with 6.25 (2) percent but pardon and forgiveness component is not mentioned at this grade. In grade 5<sup>th</sup> the highest emphasis is "developing the knowledge, skills and attitudes to defend their rights and others" with 38.46 (15) percent. This is followed by avoiding patriarchy with 23.07 (9) percent, the importance of peace in human life with 20.51 (8) percent, human dignity and worth with 15.38 (6) percent, avoiding racism with 2.56 (1) percent but pardon and forgiveness component is not mentioned at this grade. In grade 6<sup>th</sup> the highest emphasis is human dignity and worth with 53.84 (14) percent.

This is followed by developing the knowledge, skills and attitudes to defend their rights and others with 15.38 (4) percent, the importance of peace in human life with 11.53 (3) percent, pardon and forgiveness, avoiding patriarchy and avoiding racism each with 7.69 (2) percent.

According to this, human dignity and worth component has the highest inclusion level while pardon and forgiveness component has the lowest level among peace and equality components in 1<sup>th</sup> to 6<sup>th</sup> grade life skills textbook.

*Examples of peace and equality components in 1<sup>th</sup> to 6<sup>th</sup> grade Dari textbook*

- *Students learn that all humans need peace (D1, p.110 -The Importance of Peace in Human Life).*
- *The students, whether boy or girl, have the right to go to school and educate (D2, p.101- Developing the knowledge, skills and attitudes to defend their rights and others).*
- *At the time of anger, patience and on disputation, forgiveness (D6, p6- Pardon and forgiveness).*
- *Love everyone and respect everyone (D3, p. 112- Human dignity and worth).*
- *The humans, whether man or woman, have equal right in family and society (D5, p. 65- Avoiding Patriarchy).*

- *God creates all humans with equal right (D4, p. 6- Avoiding racism).*

#### 7.5. Finding about peace and equality in life skills textbook on 1<sup>th</sup> grade to 3<sup>th</sup> grade

As can be observed on table 2, most emphasized components in the 1<sup>th</sup> grade are the theme of human dignity and worth with 84.61 (11) percent. This is followed by avoiding racism and the importance of peace in human life each one with 7.69 (1) percent and other components of peace and equality are not mentioned at this grade. Most emphasized components in the 2<sup>th</sup> grade are the theme of human dignity and worth with 50 (15) percent. This is followed by pardon and forgiveness with 40 (12) percent, the importance of peace in human life with 10 (3) percent and other components of peace and equality are not mentioned at this grade. In 3<sup>th</sup> grade most emphasized component was placed on the human dignity and worth with 38.18 (21) percent. This is followed by the importance of peace in human life with 25.45 (14) percent, developing the knowledge, skills and attitudes to defend their rights and others with 23.63 (13) percent, pardon and forgiveness with 12.72 (7) percent and other components of peace and equality are not mentioned at this grade. According to this, human dignity and worth component has the highest inclusion level while avoiding patriarchy component has the lowest level among peace and equality components in 1<sup>th</sup> to 3<sup>th</sup> grade life skills textbook.

*Examples of peace and equality components in 1<sup>th</sup> to 3<sup>th</sup> grade life skills textbook*

- *If anyone is upset by us, we should ask for his/her forgiveness (L.S.2, p.33- Pardon and forgiveness).*
- *We must attempt to express our opinion and do our tasks (L.S.3, p.12- Developing the knowledge, skills and attitudes to defend their rights and others).*
- *Differences in tribes, clothing and language are like differences in the color of flowers (L.S.1, p.57- Avoiding racism).*

#### 7.6. Finding about peace and equality in social sciences textbook on 4<sup>th</sup> grade to 6<sup>th</sup> grade

Also, as can be observed on table 2, all of peace and equality components are not mentioned at this grade. The most emphasized components in the 5<sup>th</sup> grade are "the importance of peace in human life "with 54.54 (12) percent. This is followed by developing the knowledge, skills and attitudes to defend their rights and others with 22.72 (5) percent, avoiding racism with 18.18 (4) percent, avoiding patriarchy with 4.54 (1) percent and other components are not mentioned at this grade. Most emphasized component in the 6<sup>th</sup> grade was developing the knowledge, skills and attitudes to defend their rights and others with 70.96 (22). This is followed by avoiding patriarchy with 12.9 (4), avoiding racism with 9.67 (3) percent, the importance of peace in human life with 6.06 (2) percent and other peace and equality components are not mentioned at this grade. According to this, developing the knowledge, skills and attitudes to defend their rights has the highest inclusion levels while pardon and forgiveness and human dignity and worth component have the lowest level among peace and equality components in 4<sup>th</sup> to 6<sup>th</sup> grade social sciences textbook.

Examples of peace and equality components in 4<sup>th</sup> to 6<sup>th</sup> grade social sciences textbook

- Everyone has the right of life, freedom, and personal security (S.S.6, p.70-Human dignity and worth)

According to the human perspective, all human beings are born free and have equal rights (S.S.5, p.83- Avoiding racism).

Table 1. frequency and percentage distribution of health components in Dari, Life skills and Social Sciences textbooks

Components of health	Dari textbooks							Life Skills textbooks				Social sciences textbooks				General Total
	1 <sup>th</sup> Grade	2 <sup>th</sup> Grade	3 <sup>th</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	TOTAL	1 <sup>th</sup> Grade	2 <sup>th</sup> Grade	3 <sup>th</sup> Grade	TOTAL	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	TOTAL	
washing hands	f 2	1	1	0	0	2	6	9	1	4	14	0	0	0	0	20
	% 18.18	3.22	4.76	0	0	5.88	3.50	18.75	2.56	12.90	11.86	0	0	0	0	6.32
Use personal items	f 0	1	0	0	2	2	5	2	4	1	7	0	0	0	0	12
	% 0	3.22	0	0	4.65	5.88	2.92	4.16	10.25	3.22	5.93	0	0	0	0	3.79
Personal Grooming	f 8	13	7	7	17	14	66	9	8	6	23	0	4	0	4	97
	% 72.72	41.93	33.33	22.58	39.53	41.17	38.69	18.75	20.51	19.35	19.49	0	30.76	0	14.81	30.69
Environmental health	f 0	4	7	10	3	1	25	11	4	5	20	5	9	0	14	69
	% 0	12.90	33.33	32.25	6.97	2.94	14.61	22.91	10.25	16.12	16.94	100	69.23	0	51.85	21.83
The importance of exercise and disease prevention	f 1	2	0	0	12	9	24	3	2	0	5	0	0	0	0	29
	% 9.09	6.45	0	0	27.90	26.47	14.03	6.25	5.12	0	4.23	0	0	0	0	9.17
Healthy communication with others and empathy	f 0	6	0	6	0	1	13	4	20	15	39	0	0	0	0	52
	% 0	19.35	0	19.35	0	2.94	7.60	8.33	51.28	48.38	33.05	0	0	0	0	16.45
Understanding the harmful effects of drugs on health	f 0	4	6	8	9	5	32	10	0	0	10	0	0	9	9	51
	% 0	12.90	28.57	25.80	20.93	14.70	18.71	20.83	0	0	8.47	0	0	100	33.33	100
TOTAL	f 11	31	21	31	43	34	171	48	39	31	118	5	13	9	27	316
	% 100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

**7.7. Finding about gender segregation in Dari textbook on 1<sup>th</sup> grade to 6<sup>th</sup> grade**

According to table 3, the most emphasized components in the 1<sup>th</sup> grade are the theme "active and upstream" with 34.37 (11) percent, following by "out of the house" and "high income" with 31.25 (10) percent, "passive and downstream" and "emotional" each one with 9.37 (3) percent, "social patterns" with 6.25 (2) percent, "intellectual" with 3.1 (1) percent and "low-income or household" component of gender segregation was not mentioned at this grade. In 2<sup>th</sup> grade the highest emphasis is placed on "social patterns" with 28.57 (4) percent. This is followed by "active and upstream" and "intellectual" each one with 21.42 (3) percent, "passive and downstream", "out of the house and high income" and "motherhood", "parenting and housekeeping" each one with 14.28 (2) percent and other component are not mentioned at this grade.

In 3<sup>th</sup> grade only "social patterns" with 85.71 (6) percent and "out of the house and high income" are emphasized and other component are not emphasized in this grade. In 4<sup>th</sup> grade the highest emphasis is placed on intellectual with 43.58 (17) percent, following by "social patterns" with 35.89 (14) percent, "active and upstream" with 10.25 (4), "out of the house and high income" with 7.69 (3) percent, emotional with 2.56 (1) percent and other components of gender segregation are not emphasized in this grade.

In 5<sup>th</sup> grade the highest emphasis is placed on social patterns with 48 (12) percent, "out of the house and high income" and "motherhood, parenting and housekeeping" with 16 (4) percent, "low-income or household jobs" with 8 (2), "passive and downstream", "active and upstream" and "emotional" each one with 4 (1) percent and "intellectual" component of gender segregation was not mentioned at this grade.

In 6<sup>th</sup> grade the highest emphasis is placed on "social patterns" with 81.81 (9) percent, this is followed by "low-income or household jobs" and "active and upstream" each one them with 9.09 (1) percent and other components are not emphasized in this grade.

According to this, "social patterns" component, has the highest inclusion levels while "Low-income or household jobs" component has the lowest level among gender segregation components in 1<sup>th</sup> to 6<sup>th</sup> grade Dari textbook.

Examples of gender segregation components in 1<sup>th</sup> to 6<sup>th</sup> grade Dari textbook

- The children brought water from the well (D1, p. 35- Active, upstream).
- Seyyed Jamalodin put a lot of efforts to enhance friendship between Muslims, and he wrote many books about this issue (D2, p.44- intellectual).
- Nasrin our classmates had a little fever and could not go home alone (D2, p.126- Passive and downstream)
- When naseem came back from Herat, for her sister, golsoom, he brought a handkerchief as a gift.
- Mothers are kind (D4, p.97- Emotional).
- Ghyas works with his father in the garden (D1, p.70-
- The mother put any efforts and endured sleeplessness at nights for our growth and upbringing (D5, p.69- motherhood, parenting and housekeeping)
- Hazrat Ali is the fourth caliph of Islam and Muhammad's cousin, the great and eminence prophet of the Muslim world (D6, p.6- Social patterns).

**7.8. Finding about gender segregation in life skills textbook on 1<sup>th</sup> grade to 3<sup>th</sup> grade**

In 1<sup>th</sup> grade only it is emphasized on "motherhood, parenting and housekeeping" component with 100 (1) percent

and other components are not emphasized in this grade. Also in 2<sup>th</sup> grade only "intellectual" component with 100 (1) percent is emphasized and other components are not. In the 3<sup>th</sup> grade it is also only emphasized on "emotional" component with 100 (1) percent and other components are not mentioned in this grade.

According to this, there was emphasis only on "intellectual", "Emotional" and "motherhood, parenting and housekeeping" components of gender segregation each one with 33.33 (1) percent in 1<sup>th</sup> to 3<sup>th</sup> grade life skills textbook.

Examples of gender segregation components in 1<sup>th</sup> to 3<sup>th</sup> grade life skills textbook

- Naseem is a good student and he walks only in the sidewalk (L.S.2, p. 21- intellectual).
- Mother! How to be patient, when problems and difficulties come?(L.S. 3, p.45- Emotional).

**7.9. Finding about gender segregation in social science textbook on 4<sup>th</sup> grade to 6<sup>th</sup> grade**

According to table 3, the most emphasized components in the 3<sup>th</sup> grade are the theme "Low-income or household jobs" with 50 (3) percent. This is followed by "passive and

downstream", "out of the house and high income" and "motherhood, parenting and housekeeping" each one with 16.66 (1) percent and other components are not emphasized in this grade. In 6<sup>th</sup> grade emphasized on "social patterns" component with 100 (16) percent and other components are not emphasized in this grade.

According to this, at these levels, there were emphasized only on "intellectual", "emotional" and "motherhood, parenting and housekeeping" component of gender segregation each one with 33.33 (1) percent in 1<sup>th</sup> to 3<sup>th</sup> grade social science textbook.

Examples of gender segregation components in 4<sup>th</sup> to 6<sup>th</sup> grade social science textbook

- Father works usually out of the house (S.S.4, p. 8- Active, upstream).

Professor Burhanuddin Rabbani took over the head of the Islamic State(S.S6, p.15- Social patterns).

Table 1. frequency and percentage distribution of health components in Dari, Life skills and Social Sciences textbooks

Components of health	Dari textbooks							Life Skills textbooks				Social sciences textbooks				General Total	
	1 <sup>th</sup> Grade	2 <sup>th</sup> Grade	3 <sup>th</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	TOTAL	1 <sup>th</sup> Grade	2 <sup>th</sup> Grade	3 <sup>th</sup> Grade	TOTAL	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	TOTAL		
washing hands	f	2	1	1	0	0	2	6	9	1	4	14	0	0	0	0	20
	%	18.18	3.22	4.76	0	0	5.88	3.50	18.75	2.56	12.90	11.86	0	0	0	0	6.32
Use personal items	f	0	1	0	0	2	2	5	2	4	1	7	0	0	0	0	12
	%	0	3.22	0	0	4.65	5.88	2.92	4.16	10.25	3.22	5.93	0	0	0	0	3.79
Personal Grooming	f	8	13	7	7	17	14	66	9	8	6	23	0	4	0	4	97
	%	72.72	41.93	33.33	22.58	39.53	41.17	38.69	18.75	20.51	19.35	19.49	0	30.76	0	14.81	30.69
Environmental health	f	0	4	7	10	3	1	25	11	4	5	20	5	9	0	14	69
	%	0	12.90	33.33	32.25	6.97	2.94	14.61	22.91	10.25	16.12	16.94	100	69.23	0	51.85	21.83
The importance of exercise and disease prevention	f	1	2	0	0	12	9	24	3	2	0	5	0	0	0	0	29
	%	9.09	6.45	0	0	27.90	26.47	14.03	6.25	5.12	0	4.23	0	0	0	0	9.17
Healthy communication with others and empathy	f	0	6	0	6	0	1	13	4	20	15	39	0	0	0	0	52
	%	0	19.35	0	19.35	0	2.94	7.60	8.33	51.28	48.38	33.05	0	0	0	0	16.45
Understanding the harmful effects of drugs on health	f	0	4	6	8	9	5	32	10	0	0	10	0	0	9	9	51
	%	0	12.90	28.57	25.80	20.93	14.70	18.71	20.83	0	0	8.47	0	0	100	33.33	100
TOTAL	f	11	31	21	31	43	34	171	48	39	31	118	5	13	9	27	316
	%	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

**7.10. Finding about Consumption pattern in Dari textbook on 1<sup>th</sup> grade to 6<sup>th</sup> grade**

According to table 4, the most emphasized components in the 1<sup>th</sup> grade are the theme "natural resources" with 50 (2) percent. This is followed by water and "energy" components of consumption pattern each them with 25(1) percent. In 2<sup>th</sup> grade, the highest emphasis were placed on "water" and "natural resources" with 40 (2) percent, followed by "writing supplies "with 20 (1) percent. Other components of consumption pattern are not mentioned at this grade. In 3<sup>th</sup> grade only emphasized on "time" with 66.66 (2) percent and "writing supplies" with 33.33 (1) percent, other components of consumption pattern are not mentioned at this grade. In 4<sup>th</sup> grade the highest emphasis was placed on "natural resources" with 63.33 (38) present, following by time with 23.33 (14), "water" with 8.33 (5) percent, "writing supplies" with 5 (3) percent and other components of consumption pattern are not mentioned at this grade. In 5<sup>th</sup> grade the highest emphasis was

placed on "water" with 42.85 (12) percent, following by "natural resources" with 39.28 (11) percent, "writing supplies" and "time" each one of these with 2.14 (2) percent, "energy" with 3.54 (1) percent and other components of consumption pattern are not mentioned at this grade. In 6<sup>th</sup> grade only emphasized on "natural resources "component with 100 (6) percent and other components are not emphasized in this grade.

According to this, natural resources component has the highest inclusion levels while "bread" and "clothes" are components have the lowest level among consumption pattern components in 1<sup>th</sup> to 6<sup>th</sup> grade Dari textbook.

Examples of consumption pattern components in 1<sup>th</sup> to 6<sup>th</sup> grade Dari textbook

- How can we use the sun? (D2, p.31- Natural resources).
- We must keep water clean (D4, p.89- water).
- 'Try to maintain me, so I can always be with you,' The book said.(D3, p.93- Writing Supplies).

- Everyone should have a schedule to prevent waste of time (D4, p.41-time)
- we should use wood, coal, gas and other fuels as much as needed (D5, p. 85- Energy)

#### **7.11. Finding about consumption pattern in life skills textbook on 1<sup>th</sup> grade to 3<sup>th</sup> grade**

As can be observed on table 4, the most emphasized components in the 1<sup>th</sup> grade are the theme the "natural resources" with 40.90 (9) percent. This is followed by "time" with 31.81 (7) percent, "clothes" with 22.72 (5) percent, "energy" with 4.54 (1) percent and other components of consumption pattern are not mentioned in this grade. In 2<sup>th</sup> grade highest emphasis was placed on "time" with 43.75 (7) percent following by "energy" component with 25 (4) percent, "writing supplies" and "clothes" each one with 12.5 (2) percent; "natural resources" with 6.25(1)percent and other components of consumption pattern are not mentioned in this grade. In 3<sup>th</sup> grade highest emphasis was placed on "water" component with 48.14 (13) percent, following by "clothes" with 33.33 (9) percent, "time" with 11.11 (3) percent, "natural resources" with 7.40 (2) percent and other components of consumption pattern are not mentioned in this grade.

According to this, "time" component has the highest inclusion levels while "bread" is component has the lowest level among consumption pattern components in 1<sup>th</sup> to 3<sup>th</sup> grade life skills textbook.

*Examples of consumption pattern components in 1<sup>th</sup> to 3<sup>th</sup> grade life skills textbook*

- We set appropriate time for studying and doing homework (L.S.2, p.13-time).
- I put my shoes and clothes in their places (L.S.1, p.27- clothes).
- Use river and well water after boiling (L.S.3, p.66-water).

#### **7.12. Finding about consumption pattern in social sciences textbook on 4<sup>th</sup> grade to 6<sup>th</sup> grade**

As can be observed on table 4, the most emphasized components in the 4<sup>th</sup> grade are the theme the "time" with 57.14 (8) percent. This is followed by "natural resources" with 28.57 (4) percent, "writing supplies" and "clothes" each these with 7.14 (1) percent and other components of consumption pattern are not mentioned in this grade. In 5<sup>th</sup> grade highest emphasis was placed on "natural resources" 55.55 (15) percent, after that "energy" with 44.44 (12) percent is has most emphasized in this grade and other components of consumption pattern are not mentioned in this grade. In 6<sup>th</sup> grade only emphasized on "natural resources" component with 100 (11) percent and other components are not emphasized in this grade.

According to this, "natural resources" component has the highest inclusion levels while "bread" and "water" is components have the lowest level among consumption pattern components in 4<sup>th</sup> to 6<sup>th</sup> grade social sciences textbook.

*Examples of consumption pattern components in 4<sup>th</sup> to 6<sup>th</sup> grade social sciences textbook*

- They lit houses by electricity (S.S.5, p.14- Energy).
- Use the land resources properly and reasonably (S.S.6, p.73-natural resources).
- Each task has a specific time (S.S.4, p.9-time).

#### **7.13. Finding about the comparison of 1<sup>th</sup>, 2<sup>th</sup>, 3<sup>th</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade of Dari, life skills and social studies textbooks in terms of their inclusion of "Health", "Peace and equality", "Gender segregation" and "Consumption pattern" components of interpretation**

When frequency and percentage value of "Health", "Peace and equality", "Gender segregation" and "Consumption pattern" components are assessed on grades basis, total of 1019 sentences have been placed on the components of the study in textbooks and it is seen that "Peace and equality" theme with 31.99(326)present, has the highest inclusion than other themes. Also among the grades and books, "human dignity and worth" component has the highest inclusion levels while "avoiding racism" is component has the lowest level among "Peace and equality" components and all of grads.

After "peace and equality" it is seen that "health" theme with 31.01 (316)percent, has the highest inclusion than other themes, also among the grades and books, "personal grooming" component has the highest inclusion levels while "use personal items" is component has the lowest level among "health" components and all grads. According to this, "Consumption pattern" themes with 21.49 (219) percent, has the higher than "Gender segregation" and in this part highest emphasis was placed on "natural resources" component of "consumption pattern" with 44.20 (97) percent and on the "bread" component 0.0 (0) percent, was the lowest emphasis in this grades and books.

According to the finding, it is seen the lowest emphasis was placed on "Gender segregation" theme with 15.50 (158) percent. Also among the grades and books, "social pattern (M)" component has the highest inclusion levels while "Low-income or household jobs (F)" and "Emotional (F)" are components has the lowest level among "Gender segregation" components and all grads.

### **8. Discussion and conclusion**

This research was conducted with the aim of evaluating the indicators of the Sustainable Development Goals in the content of primary school textbooks in Afghanistan. Considering the content of textbooks as one of the key elements of the education system and curriculum, reviewing and evaluating educational content of textbooks in line with the UNESCO's 2030 Sustainable Development Document, is considered as a vital issue for moving and implementing benchmarks in the education process of the country.

Accordingly, in the process of evaluating the contents of primary school textbooks in this study, a total of 1019 frequencies have been distributed in four components of health, gender, Consumption pattern and peace, as derived from this document. The results indicated that attention to the four components in the textbooks was not pursued in a natural and balanced way.

There are 316 frequencies that account for 31% of the total. The greatest attention was paid to health indicators in class 1 to 6 textbooks, and then a slight consideration in life skills books, but in the social books, health indicators are least or not observed at all. This process of distribution reveals the imbalance of subject dispersion in books. The results of this section of the research are based on findings from studies conducted in India (Priya et al., 2016), Spain and the United States (Nomoto et al. 2011) which is also in consistence with

research (Barrio et al, 2008), (Santos-Ramos et al, 2017) and (Barrio-Cantalejo et al, 2011).

Other research results indicated that 326 frequencies 31.99 percent of attention were allocated to the component of peace and equity in the books. Of these, 175 were the frequencies related to the Dari books from the first to the sixth grades, and 98 were the frequencies related to life skills books and 53 were related to Social sciences textbooks, which do not pay attention to some of peace indicators, as well as in fifth grade's Social sciences textbook attention has not been paid to peace indicators at all. This indicates an irregular and abnormal distribution of the indicator of peace and equity in textbooks. The results of this finding are also reported by other countries such as Pakistan (Rasool and Yousuf, 2014), Turkey, which reported the lack of a promotion of peace, tolerance, justice and freedom in elementary school textbooks (Eyyuuml, 2013), which is also in consistence with the results of the research (Ahmed, 2017).

Regarding the gender indicator, it can be said that 158 frequencies that have taken account of 15.5 percent of the attention paid to the gender and equality indicator in the context of textbooks. There are 130 frequencies related to Dari books, 3 frequencies related to life skills books, 25 frequencies related to Social sciences books. Most of gender and equality indicators have not been considered at all in life skills and Social sciences textbooks. In the gender dimension, there can be a good situation since gender discrimination has not been mentioned in the text of the book, but in the aspect of equality there is insufficient information and needs to be reviewed. It can be stated that the gender and equality components of this group of books are not distributed naturally. Although studies in different countries on gender and education directly focus on girls (2003, Weaver-Hightower), in Brazil, men's images in

textbooks are slightly higher than women's images and women are more likely to be depicted in group images (Gonzalez, Altmann and Rey, 2015). The images of women and men in textbooks show inequality and gender discrimination (Biemmi, 2015 and Blumberg, 2008). These researches are in consistence with the findings of this section of the research. Also, the results of this study showed that 219 frequencies which account for 21.49 percent of the attention, have focused on the indicators of the Consumption pattern in the textbook. There are 106 frequencies in Dari books, 65 frequencies in life skills books and 48 frequencies in Social sciences books. Most of the consumption pattern indicators in these books are not considered at all, and only in a few books we can see signs of these indicators. The results of this part of the research are not in consistence with the results of research conducted by China (Chan, 2006), India (Saha, et al, 2013) and Fland (Roos et al, 2001).

Overall, the analysis reveals that attention to each component of the UNESCO Sustainable Development Document 2030 varies in the content of primary textbooks in such a way that the component of peace is the most frequent and the least frequent component is Gender and Equality. In general, it can be concluded that in the content of official textbooks some indicators, especially some of the indicators of the Consumption pattern, have not been paid attention to at all, while Consumption pattern is one of the most important components of the document. Considering the global criteria for designing educational development programs, the country's educational system could be strengthened. In this regard, textbooks must move in the same line as the standards of the world in order to meet the emotional and social needs, satisfy student's curiosity, and develop students' ability to compete in the region and the world.

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