# THE EXTENT OF ACHIEVING THE DIMENSIONS OF SUSTAINABLE DEVELOPMENT
# IN UNIVERSITY EDUCATION FROM THE VIEW POINT OF THE STUDENTS
# OF THE CHEMISTRY DEPARTMENT

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**ABSTRACT:**

The current research aims to find out the extent to which sustainable development dimensions are achieved in university education from the viewpoint of students of the College of Basic Education, the sample consisted of fourth stage students / Department of chemistry, The researcher prepared a questionnaire about sustainable development in its threedimensions: social, environmental and economic; by (5) paragraphs for each dimension, its validity and reliability were verified, The questionnaire was distributed in the second semester of the academic year 2019/2020 electronically to the fourth stage students and the sample number reached (100) students (Male and female).

The research concluded that it achieved Paragraph (15) at the highest rate which is (71%) and achieved Paragraph (3) at the lowest rate (32%) and the researcher interpreted the results she had reached and reached some recommendations, including: - Holding workshops for teaching to emphasize the importance of sustainable development and the need to integrate it into university education and suggested conducting studies for sustainable development for university students for other university stages and conducting another study for students of the humanities departments and to compare their results with the results of the current study.

**(CHAPTER 1)**

**FIRST: THE RESEARCH PROBLEM:**

People seek to educate their generations a holistic, integrated education and provide them with the information base and competence, scientific expertise and behavioral values that make them able to adapt to new developments and face challenges with high efficiency, and this explains the interest of many countries in the world to review their educational and educational systems a radical review continuously, to check on their ability to preparing the generations for the society of the twenty-first century (Al-Hur, 2003, p. 15) and since education is a social, political and economic process, and it is a way for society to change its reality, consolidate the rules of morals and ideals, and its goal is to advance society by cultivating the individual and developing his strengths and talents through experiences and knowledge of high value It considers individuals to be citizens, qualified and trained, able to work, produce and develop in the society to which they belong, It also brings life to its various institutions and facilities, preserves its culture and civilizational heritage, as well as contributes to the continuation of political systems, guarantees its stability and realizes countries' national aspirations and future aspirations, (Bani Amer, 2013, p. 11) Therefore, we can say that education is a human activity that begins with caring for the individual from childhood and helping him to The healthy growth that qualifies him to be compatible with (his environment) through his acquisition of appropriate and desirable knowledge, skills and trends, and based on the above, (Al-Zubaidi, 2012) believes that the role of education is based on the dimensions of:

The first dimension (the individual): the emphasis on helping the individual to grow in a healthy body, mentally, psychologically, spiritually, morally and socially, to become a responsible citizen for himself and as a group, the second dimension (local, national, regional): Emphasizing the commitment to unify society and its development through controlling natural resources and the use and assimilation of modern technology, the third dimension (human or scientific): Emphasis on commitment to international understanding and cooperation, and on participation in the scientific civilization development in the fields of science, arts and literature (Al-Zubaidi, 2012: 27).

Therefore, the problem of the current research lies in answering the following question:

To what extent are the dimensions of sustainable development achieved in university education from the viewpoint of students of thechemistry department?

**SECOND: THE IMPORTANCE OF RESEARCH:**

Education is one of the pillars of the renaissance of nations, as the countries that have advanced are concerned with human development based on the reform of the education and training system, its plans, objectives and curricula, Therefore, Arab countries in general have placed education at the top of their priority as it is the locomotive that transits us in the twenty-first century.

The Arab countries in general and Iraq in particular have resolved to support and develop education on the grounds that education is a wealth and cultural value in itself on the one hand, and that it is a pillar for advancing development on the other hand, and because it is a means of mobility, social change, distinction, excellence and facing the challenges of the age and globalization on the third side.

The issue of human development is one of the important issues, as it is considered the basis for comprehensive development, and in these days there has been a lot of talk about development and increased interest in it at the world level, especially in the third world countries of which we are a part, because it is considered an effective means for progress and advancement and to narrow the gap between it and the developed countries, However, we find that development plans in some Arab countries have not achieved the goals, hopes and aspirations of societies, and have begun to question themselves about the feasibility of the development plans they have drawn up over the past years (Ammar, 2000, 104), the process of developing education must be a continuous and comprehensive process of all its components to face social, economic and cultural changes and to achieve development demands, Sustainable development is one of the important trends that have captured the attention of researchers and as one of the prevailing patterns desirable at the present time, education has an important role in achieving sustainable development by finding solutions to all international and local problems alike, and education works to entrench the concept of sustainable development in the minds of peoples and individuals, This is reflected in achieving the concept of quality of life, as well as that education is one of the basic requirements for sustainable development, and the need to keep pace with countries by investing them in the field of education for sustainable development (Zayer et al., 2015: 148), As a result, education represents a fundamental pillar in the sustainable development of the various countries of the world, as it represents the basis on which everything we aim to achieve, whether from an economic, social or political point of view, and improve the productivity that we urgently need, it is the path towards higher standards of living for individuals There is no doubt that preparing for the skills of future work forces is in fact in our universities, meaning that the process of making tomorrow's men is now underway, and therefore it is not an exaggeration that our future destiny is now being made in our educational classrooms (Al-Ibrahim, 2004: 106), UNESCO has emphasized that educational curricula have a role in preparing learners for their future and their professional lives through its role in social upbringing, and is also eager to contribute to preparing learners to assume responsibilities in helping to shape the society in which we all live by integrating the concepts of sustainable development into the curricula and classroom activities (UNESCO, 2012: 25) And sustainable development supports the openness of the educational mind on a set of tributaries necessary to achieve inclusiveness of education and support its ability to achieve the best formation of learners in various fields related to development by involving learners visually, audibly, sensory and kinesthetic in educational programs, which promotes equality and addresses the real problems facing local communities and the link between it and the curricula is strengthened, as it is integrated into the curriculum and enhances higher thinking skills (UNESCO, 2013: None)The United Nations held a conference on Education for Sustainable Development 2005-2014, which aims to sustain the educational process in achieving sustainable development and requires setting up educational, scientific and cultural policies, plans and programs in order to achieve human well-being(UNESCO, 2008: 9),(The Bangkok Conference, the (Asia and the Pacific) Program for Educational Innovations for Development (APEID) UNICEF 2007) also emphasized the strengthening of the role of educational institutions in dealing with non-governmental organizations in order to clarify the idea of sustainable development, and encourage educational activities and programs in interaction with the process developmental, facilitating and developing awareness programs by teachers and their collective participation in cooperative education for participatory development (shaeffer, 2008: p5)

As for Iraq, despite the difficult conditions in which the country is living, it has managed to carry out many scientific activities and conferences that are in line with the recommendations of UNESCO during the "Education for Sustainable Development" (2005-2014) session, including the discussion session held by the College of Basic Education at the University Diyala (4/2005) under the slogan "The University in the Third Millennium", and the establishment of the joint scientific conference between the University of Diyala and the General Directorate of Education in the province of Diyala (28/3/2006) under the slogan "nurturing and education in the age of informatics" (Omar, 2011: 16), and the establishment of the joint international scientific conference between the Faculties of Education / IbnRushd - and Education for girls - for educational Sciences for the period (16-17 / April / 2014) and under the slogan (nurturing and education are two basic pillars in the sustainable development process).

It seems that sustainable development includes a new view of the educational process centered on the learner, aiming to enable him to acquire positive behaviors, practices and trends that help in the success of sustainable development. this does not come without giving educational curricula new directions in the different stages of education, especially in university education, so that they include in their objectives, programs and content the concepts, skills, values and trends associated with sustainable development in the human, social and economic fields.

## THIRD: RESEARCH OBJECTIVE:

The research aims to identify the extent of achieving the dimensions of sustainable development in university education from the viewpoint of students of the chemistry department.

## FOURTH: RESEARCH LIMITS:

The current research is limited to the following limits:

Human limits: The research sample consisted of fourth-stage students / chemistry department/College of Basic Education

Temporal boundaries: the second semester of the 2019/2020 academic year.

## FIFTH: DETERMINATION TERMS:

   a. Dimensions of sustainable development:
      are knew by each of the
         1. **Jennifer A. Ellott (2013):** "They are the foundations on which sustainable development emerged," it includes
            a. Social development: is the satisfaction of the needs of the community alike, such as health care, food and adequate housing and the right to education for all.
            b. Economic development: the society deserves a sustainable standard of living without extravagance and maximum benefit from the available product.
            c. Environmental development: preserving environmental resources and not depleting them.
               (Jennifer A. Ellott, 2013: 20)
         2. **Al-labadi (2015)**: "They are the basic elements of sustainability, taking into account the relative weight of each dimension, taking into account the principle of social, economic and environmental justice. (Al-Labadi, 33: 2015)
   b. **sustainable development**: are knew by each of the

1. **The Iraqi Ministry of Environment (2014)**:As "a set of issues and it includes an integrated approach in managing the economy and the environment, attention to human areas and institutional capacity, as decision-makers need information that enables them to move forward towards achieving sustainable development and monitoring the progress they have achieved." (Iraqi Ministry of Education, 2014, none)

2. **Abboud (2014)**:It is "a development that guarantees the right of future generations through positive dealing with natural resources in light of providing the current generation's share of those resources" (Abboud, 2014: 100).

**(CHAPTER 2 )**

**(THEORETICAL FRAMEWORK)**

**SUSTAINABLE DEVELOPMENT**

The concept of sustainable development is multi-use and has a variety of meanings. Therefore, various, multiple and overlapping definitions have emerged, and this overlap between definitions is what characterizes the literature of sustainable development most at the current stage, The World Resources Report published in 1992, which was devoted entirely to the topic of sustainable development, tried to clarify this confusion by conducting a comprehensive survey of the most important definitions of this concept, The report was able to list twenty broadly circulated definitions of sustainable development, The report distributed these definitions into four groups:-

**FIRST: - ENVIRONMENTAL DEFINITIONS /** Focuses on the optimal use of agricultural land and water resources in the world, leading to the doubling of green areas on the earth

(Dozy, 1988, p. 22)

**SECOND: - HUMAN SOCIAL DEFINITIONS /**It means striving for the stability of population growth and stopping the flow of individuals to cities through developing the level of educational and health services in the countryside (Abd al-Khaliq, 1998, p. 244)

**THIRD: - ECONOMIC DEFINITIONS /** Looking at sustainable development through the trends of the vision of industrialized countries on the one hand and developing countries on the other hand, as industrialized countries see that sustainable development means a deep and continuous reduction in the consumption of these countries of energy and natural resources and the effect of radical transformations in the prevailing lifestyle patterns and their refusal to export their industrial development model internationally, as for the poor and dependent countries, sustainable development means employing resources to raise the standard of living for the poorest people in the south (Abd al-Khaliq, 1998, p. 245).

In the World Resources Report in 1992, the economic definitions were divided into the definitions of the developed industrial countries in the north, and the definitions of the poor and dependent countries in the south, However, it is preferable that the definitions take sustainable development in general, as follows:-

Definitions of the World Commission for Environment and Development he word commission environment development set up by the United Nations to study this topic and presented this definition in 1987 under the title The Common Future as this definition is comprehensive and

brief for sustainable development, it is defined as "development that meets the needs of the present without compromising the ability of future generations to meet its needs" (Abdul-Badi ', 2002, p. 316).

- Sustainable development was defined by (Edward Barbier), who was the first to use the term sustainable development "as that economic activity that leads to an increase in social welfare with the greatest concern for the available natural resources and the least amount of environmental damage and abuse" (Abdel Khaleq (1998, p. 242).

- Paget provided a definition of sustainable development (as preserving opportunities for future generations with the general idea that justice is intertwined between generations).

The content of this definition came from John Locke's concept of a fair life, which means that the current generation does not have the right to exhaust the opportunities granted to it from the resource base, (Al-Najafi and Chalabi, 2003, p. 14) That is why the concept of development is linked to many fields of knowledge, There is a cultural development that seeks to raise the level of culture in society and the advancement of man, as well as various social development, in addition to the introduction of the concept of human development that is concerned with supporting the capabilities of the individual and measuring the level of His livelihood and improving his conditions in society (Abdel Mawla, 2012, p. 29)Sustainable development as a new development philosophy has opened the way for new perspectives regarding the future of the earth we live on, growth is not development and it is wrong to use the two terms synonymous with development, development is an attempt to achieve economic and social goals through quantitative and qualitative change processes, It must achieve progress and improvement in the living standards of the population in a specific place and time, and the improvements themselves do not necessarily result from the process of economic growth because the absence of economic growth in a society does not necessarily mean the absence of development in it (Othman et al., 2010, p. 22) thus, the concept of sustainable development does not have a single meaning or a single definition, so there are alternative ways in which thinkers deal with this concept:

1- A case of sustainable development is one in which resources are managed to preserve production opportunities for the future.
2- The state of sustainable development is one in which the stockpiling of natural capital over time does not contradict.
3- The state of sustainable development is one in which resources are managed in such a way as to maintain the sustainable production of resource services.
4- The state of sustainable development is a state in which the minimum conditions for the stability and resilience of the ecosystem are common or met.

**THE CONCEPT OF EDUCATION AND SUSTAINABLE DEVELOPMENT:**

The concept of education is defined as the study of teaching methods, and the methods that can achieve the goals of education, and the concept of pedagogy is related to the concept of educational psychology, which includes scientific theories of learning and the philosophy of education (Edwin A. Peel, 16-5-2019).

As for sustainable development, it is defined as meeting the needs of the present without negatively affecting the ability of future generations to meet the needs of the future, and the 2030 sustainable development plan is the basis for pioneering global cooperation to achieve sustainable development (Sustainable Development, 21-5-2019).

**THE RELATIONSHIP OF EDUCATION TO SUSTAINABLE DEVELOPMENT**:

Learning for sustainable development urges learners to take sound decisions, responsible actions for environmental safety, maintain the economic situation, and live in a just society, whether from the present or future generations, while respecting cultural diversity, so learning for sustainable development is a long-term learning It is an integral part of effective education, and it is a holistic and transformative education that deals with learning content, results, pedagogy and the learning environment through the following points:

(What is Education for Sustainable Development?,  10-6-2019.):

- **Academic content:** By integrating critical issues such as climate change, biodiversity, natural disaster risk reduction, consumption, and production with curricula.
- **Teaching and Learning Environment**: Designing teaching and learning in an interactive, learner-centered manner that enables exploratory and directive learning.
- **Transitioning to green societies**: By providing learners with the necessary skills with green jobs, and motivating people to adopt sustainable ways of life.
- **Make people global citizens**: by participating in effective roles, locally and globally, and by facing and minimizing global challenges, until they become active contributors to creating a more just, peaceful, tolerant, safer and more sustainable world.
- **Learning outcomes**: through stimulating learning and strengthening core competencies, such as critical and systematic thinking, collaborative decision-making, and assuming responsibility by current and future generations.

**EDUCATIONAL CURRICULA IN ENVIRONMENT AND SUSTAINABLE DEVELOPMENT:**

There are no specific teaching methods for teaching sustainability, but there is broad agreement in tracking active learning and sharing methods, which engage the learner and make a real difference in understanding, thinking, and the ability to behave properly for the learner, so five educational elements have been identified that cover a range of educational methods, or methods used in the learning environment for sustainability

(What is Education for Sustainable Development ?, 10-6-2019.):

- **CRITICAL THINKING**: through the use of educational journals and discussion groups.
- **SYSTEMATIC REASONING AND ANALYSIS**: Using real-world case studies, critical incidents, project-based learning, motivational activities and more.
- **PARTICIPATORY LEARNING**: by focusing on group or peer learning, developing dialogue, experiential learning, research-based learning, learning for work, and developing case studies with local community groups and the business sector.
- **CREATIVE THINKING**: by using role play, real-world exploration, seeing future minds, problem-based learning, and more.
- **COLLABORATIVE LEARNING**: by explaining work-based learning, and explaining the concept of joint investigation.

## DIMENSIONS OF SUSTAINABLE DEVELOPMENT:

In order to clarify sustainable development more broadly, it is necessary to address its dimensions, which are: -

### FIRST: THE ECONOMIC DIMENSION:

Sustainable development can only be achieved through the support of an economic system that rejects imposed development models that are far from the same and are not appropriate for its cultural identity on the one hand, and a self-evaluation policy on the other hand, the participation of society in decisions related to development is one of the basic conditions for the success of the economic plan and also for achieving the subjectivity of sustainable development (Al-Dulaimi, 2006, p. 5)Sustainable development in rich countries means making reductions in the levels of long-term consumption of energy and natural resources by improving energy efficiency and the latest change in consumption patterns of resources (Dosieh, 1988, p. 18), Rich or industrialized countries have a special responsibility to lead sustainable development because their accumulated use In the past, natural resources contributed disproportionately to the global pollution problems, as well as the financial and technical capacity for your use of cleaner technologies to rationalize the heavy consumption of energy and resources (Al-Habbal, 2003, p. 4).

### SECOND: THE ENVIRONMENTAL DIMENSION:

Environmentally sustainable development depends on responsible management of natural and human resources that works to preserve the needs of current generations and preserves the interests of future generations, and this is the challenge facing individuals and societies and requires making great efforts to educate the population about this problem.

Sustainable development means protecting natural resources from human pressures, not excessive use of fertilizers and pesticides that pollute surface and groundwater, and overexploiting forests and fisheries at unsustainable levels (Al-Habal, 2003, p.5), Sustainable development means the optimal use of agricultural land and water resources in the world and the protection of animal species, and vegetarianism from the threat of extinction and the reduction of the great change in the stability of the global climate and the destruction of the ozone layer (Al-Saeed, 1999, p. 55) the environment and the system and interaction between its various components are seldom able to avoid the differences caused by a person,therefore, environmental development is one of the keys for sustainable development, it is the guiding force of the ethical charter to recharacterize the relationship between man and his surroundings.

Therefore, sustainable development according to the environmental concept depends on two factors:

a. Population: As the continuous population increase causes pressure on resources, depletion and consequently the environmental inability to bear, which requires a balance between the size of the population and the resources.
b. Technology: which is a set of knowledge, skills, tools, and equipment used in the production of goods and services.

**THIRD: THE SOCIAL DIMENSION:**

Sustainable development means achieving great progress towards determining population growth, because rapid population growth leads to severe pressures on natural resources, and the ability of the government to provide services and distribute the population is of great importance, and the expansion of urbanization has major environmental consequences, with the technological expansion of the user now, cities rise by concentrating waste and polluting resources that pose a threat to the population and the surrounding natural systems, sustainable development means slowing down the movement of migration to cities and paying attention to active rural development through education and training and raising the level of income by promoting tourism, environmental and cultural activities (United Nations Environment Program, 1990, p. 90).

So, sustainable development can only be achieved through population development and human resource development, which is one of the basic elements to reach sustainable development, and because human beings are the goal of any development program and at the same time it is one of the means to achieve its goals and thus sustainable development means: -

1- Upgrading the human element.
2- Securing the basic needs of the population.
3- Improving social welfare.

**THE RELATIONSHIP BETWEEN EDUCATION AND SUSTAINABLE DEVELOPMENT IN ARAB SOCIETIES:**

Education and development are two sides of the same coin. Its axis and goal are to build people and develop their capabilities and energies in order to achieve sustainable development in an efficient and just manner in which life options are expanded for people,education is one of the most important tributaries of development and its various elements, as a society that improves the education and qualification of its children and provides human resources capable of operating and managing the elements of development, it contributes to building a strong and healthy society dominated by social security and political and economic stability.

From here we realize that there is a close relationship between education and sustainable development, which represents (economic development, social development, and environmental development). development cannot achieve any step unless qualified manpower is available, and therefore the teaching or learning process is rather the basis of the sustainable development process, experts and specialists confirm that sustainable development management, and here we mention "environmental development" and energy issues (renewable energy and non-renewable energy), universities must take their role in scientific research and graduate cohorts capable of managing the energy process and the continuous search for alternatives to this energy, otherwise it will not There is sustainable development when the energy sources of the future run out.

When we talk about "society", some questions arise in mind such as, what are the means to create job opportunities? And the way to eliminate the widespread unemployment in Arab societies? The answer comes that education and learning are the most powerful weapon to eliminate these problems that plague Arab societies in particular and the world in general, and also to develop talents and capabilities, sharpen motivation and ideas, and promote human resources that can meet the needs of suitable employment for graduates from different universities and institutes, and it is necessary to refer here to the concept of Knowledge Economy

(Economy) and the concept of (E society), meaning the economic community which is based on knowledge and science.

In light of the foregoing, the teaching and learning process is closely related to sustainable development and is an investment in humans and for the sake of humans, education economics research has helped a fundamental shift in educational development thinking that focuses most of its attention on developing human capabilities and considering education as the focus of real development and a tool for human capacity development, and it becomes clear to us how education is what pushed people to the center of the development process and made it the most important component in the development equation and raised the slogan "No development without human beings", meaning that the human element in production and economic growth cannot be dispensed with, and that investment in human capital is one of the most effective means of reducing poverty and Encourage sustainable development.

**And we conclude by saying** that if there is a desire to make sustainable comprehensive development, bridge the scientific gap, and raise the scientific level of educational outcomes in universities, we have to strengthen some things, for example:

1- Generalizing education and paying attention to its quality, content and measurement standards.
2- Paying attention to scientific, technological and applied training, and continuous and on-the-job training.
3- Institutional development and building the national system for science, technology and knowledge.
4- Paying attention to training and vocational education capable of graduating competent and capable craftsmen and technicians.
5- We conclude with a conclusion that one of the important indicators on the ability of societies to acquire knowledge and science is what they spend on scientific research and development, measured by the estimated value of each member of the population of the gross domestic product.

## (CHAPTER 3 )

## FIRST: RESEARCH METHODOLOGY:

The researcher relied in this research on the method of the descriptive and analytical approach to achieve its objectives, this method has been used extensively in the fields of social, behavioral, educational and descriptive research, A reporter's research in its essence is not only describing the phenomenon, but it goes beyond it to interpretation and prediction of what the phenomenon will lead to, as it uses scientifically focused and accurate steps for thestudied phenomenonwhich is known as one of the forms of organized scientific analysis and interpretation, to describe a specific phenomenon or problem and portray it by collecting data and codified information about the phenomenon or problem, analyzing it and subjecting it to careful study (Al-Jabri, 2011, p. 278).

## SECOND: THE RESEARCH COMMUNITY AND ITS SAMPLE:

The research community includes all the vocabulary that the researcher studies, that is, all individuals and things who are the subject of the research problem, (Obaidat, 1998, p. 113). Therefore, the current research community represents students of the fourth stage / Department

of chemistry and in view of the conditions that the country is going through due to the spread of the Corona epidemic, has been relying on electronic communication sites to fill out the questionnaire electronically, and the students 'research sample reached (100) male and female students.

## THIRD: SEARCH TOOL:

An appendix (1) questionnaire was built, and the following steps were taken in its construction:

- Objective: The questionnaire that was prepared aims to know the extent to which sustainable development dimensions are achieved in university education from the viewpoint of students of the chemistry department

- Determining its content: After determining the objective of the questionnaire, the content of the questionnaire was determined by:

1. Access to previous research and studies in sustainable development
2. Formulating its vocabulary:
   After identifying the axes of the questionnaire, the researcher drafted the paragraphs of the questionnaire, bearing in mind that the paragraphs with clear and short phrases, (18) paragraphs were drawn up distributed on the dimensions of sustainable development, which are social, environmental and economic.

- Correct the questionnaire:

To find out the extent of achieving the dimensions of sustainable development in education from the viewpoint of the students of the chemistry department, the researcher placed in front of each phrase of the questionnaire the word yes or no, and the student who fills out the questionnaire must put a correct or false mark in front of the answer that he deems appropriate from his point of view.

- Adjust the questionnaire

To achieve this, the researcher followed the following:

1. **VALIDITY OF ARBITRATORS:** To verify the validity of the study tool, the researcher presented it to ten specialized referees for arbitration and the extent of the linguistic validity of the phrases and took all the opinions of the arbitrators, As the arbitrators 'remarks focused on merging some paragraphs, dispensing with some of them, and correcting the linguistic formulations in some paragraphs,And after taking into account the comments and suggestions of the arbitrators, the tool became ready to apply the study to it, and the number of its paragraphs after arbitration reached (15) Appendix (1).

2. **TOOL STABILITY:** To ensure the stability of the tool, the researcher applied the study tool to the exploratory sample: to ensure the stability of the tool, it was applied to an exploratory sample from outside the study sample consisting of (30) students of the science department, the fourth stage from outside the research sample in the method of application and re-application with an interval of two weeks between the application and its replay, the stability factor was (0,82).

## FOURTH: STATISTICAL MEANS:

Appropriate statistical methods were used to extract percentages.

## FIRST: PRESENTATION OF RESULTS:

These results relate to the answer to the results of the question, the text of which is: To what extent are the dimensions of sustainable development achieved in university education from the viewpoint of students of the chemistry department? The researcher relied on calculating the occurrences of the total responses of the sample members of the students and calculating the percentage, the following is an explanation of the percentages of the students with their opinions arranged in descending order, namely:

1- Education urges to contribute to the preparation of an integrated knowledge society by focusing on good morals within the community (71%)
2- Education urges to preserve natural resources and solutions without depleting and spoiling them (59%)
3- Education urges the consolidation of national concepts, human rights, values and customs, and the development of social relations (59%)
4- Education urges achieving gender equality and empowering young men and girls to work (56%)
5- Education urges work in the various agricultural, industrial and commercial fields (55%)
6- Education encourages creative young people and values their role in building a conscious society (54%)
7- Education urges students to find solutions to environmental problems (52%)
8- Education contributes to preparing individuals to coexist with technology (52%)
9- Education contributes to qualifying productive manpower in various businesses by providing them with knowledge (51%)
10- Encourages the employment of human energies to serve society (51%)
11- Education urges knowledge acquisition and access to resources necessary for a decent standard of living (49%)
12- Urges the possibility of preserving wealth and increasing its independence in an optimal manner (46%)
13- Education urges waste recycling and safe disposal of waste (45%)
14- Education focuses on energy sources in the local environment and how to invest and preserve it (43%)
15- Education urges the management of natural resources by focusing on the quantity and quality of resources on the globe (32%)

## SECOND: INTERPRETATION OF THE RESULTS:

The paragraph (Education urges to contribute to the preparation of an integrated knowledge society by focusing on good morals within the community) was achieved at a rate of (71%) which is considered a good percentage, which is attributed to the interest of teaching in developing the ethical aspect to prepare graduates who are able to coexist in society with high morals, which are considered one of the most important elements of sustainable development is social development, through which environmental and economic development can be achieved.

The paragraph (Education urges the management of natural resources by focusing on the quantity and quality of resources on the globe) was achieved at a rate of (32%) which is considered a low percentage due to the lack of interest in general in natural resources and their quality and utilization of them, so the students' answer was identical to the Iraqi reality as There is great neglect in the natural resources and not investing and using them in developing the imports of the country and thus achieving sustainable development.

**FIRST: CONCLUSIONS:**

In light of the researcher's findings, we conclude:

1- University education achieved social development among students in some of the questionnaire items with a good degree
2- University education achieved varying proportions in the environmental and economic dimensions

**SECOND: RECOMMENDATIONS:**

1- Holding workshops for teachers to emphasize the importance of sustainable development and the need to integrate it into curricula
2- Holding workshops for students dealing with sustainable development issues and encourage them to follow the special programs for that

**THIRD: PROPOSALS:**

To complete this study, the researcher proposes to conduct the following study:

1- Conducting studies for students and other university stages
2- Conducting another study for students of the humanities departments and comparing its results with the results of the current study

**THE ARABIC SOURCES:**

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## APPENDIX (1)

M / Questionnaire of the extent of achieving the dimensions of sustainable development in education from the viewpoint of students of the science department

| T | Paragraph | Yes | No |
|---|-----------|-----|-----|
| 1 | Education urges the preservation of natural resources and the prevention of their depletion and spoilage | | |
| 2 | Education urges waste recycling and the safe disposal of waste | | |
| 3 | Education urges the management of natural resources by focusing on the quantity and quality of resources on the globe. | | |
| 4 | Education focuses on issues of energy sources in the local environment and how to invest and preserve them | | |
| 5 | Education encourages students to find solutions to environmental problems | | |
| 6 | Education urges the achievement of gender equality and the empowerment of young men and girls to work | | |
| 7 | Education encourages creative young people and values their role in building a conscious society | | |
| 8 | Education contributes to qualifying productive manpower in various businesses by providing them with knowledge | | |
| 9 | Education contributes to preparing individuals to coexist with technology | | |

| T | Paragraph | Yes | No |
|---|-----------|-----|-----|
| 10 | Education urges the acquisition of knowledge and access to the resources necessary for an adequate standard of living | | |
| 11 | Education urges work in the various agricultural, industrial and commercial fields | | |
| 12 | Encourages for the employment of human energies to serve society | | |
| 13 | urges for the possibility of preserving wealth and increasing its independence in an optimal manner | | |
| 14 | Urges the consolidation of national concepts, human rights, values and customs, and the development of social relations | | |
| 15 | Urges to contribute to the preparation of an integrated knowledge society by focusing on good morals within the community | | |