



Sustainable Development Curriculum Integration in Gabonese National Curricula: A Qualitative Study

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Abstract

Education for Sustainable Development (ESD) is a priority in Gabon's national curriculum reforms aimed at integrating environmental and social sustainability into educational curricula. The research employs a qualitative approach involving semi-structured interviews with teachers and curriculum developers across various regions of Gabon. Data collection also includes document analysis of existing curricular materials. Findings indicate that while there is significant emphasis on ESD in national guidelines, its integration into classroom practices varies widely across regions and subject areas, with some schools adopting innovative teaching methods to enhance sustainability education. The findings highlight the need for further support and resources to ensure consistent implementation of ESD policies at all levels of Gabonese education. Recommendations include professional development programmes tailored to teachers' needs and increased funding for curriculum materials focused on environmental issues. Develop comprehensive teacher training modules focusing on integrating sustainable development into existing subjects, promote interdisciplinary approaches in curricula design, and establish a national network of best practices sharing platforms.

Keywords: *Sustainable Development, Gabon, Curriculum Studies, Qualitative Research, Environmental Education, Social Theory, Anthropology of Education*

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