



Sustainable Development Integration in Malawi's National Curricula: A Pedagogical Synthesis

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Abstract

Malawi's national curricula have traditionally emphasised academic subjects without integrating Education for Sustainable Development (ESD). Recent calls for greater focus on ESD align with global educational trends. The analysis is based on existing curriculum documents, teacher interviews, and secondary data from recent policy consultations. The integration is uneven, reflecting challenges in pedagogical resources and teacher training. A more structured approach to ESD is needed to ensure comprehensive coverage. Develop a dedicated ESD module, provide professional development for teachers, and integrate ESD themes into all subjects through thematic units. Education for Sustainable Development (ESD), Malawi national curricula, pedagogical integration

Keywords: *African Geography, Sustainable Development, Educational Policy, Curriculum Studies, Environmental Education, Stakeholder Engagement, Eco-literacy*

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