



Sustainable Development Practices in Senegalese Education: An Ethnographic Exploration

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Abstract

Sustainable development in education is a critical issue across Africa, with Senegal as an example of efforts to integrate environmental and social sustainability into educational practices. Ethnographic research was conducted in rural Senegal, involving interviews with educators, observations at schools, and participatory action research methods to understand how sustainability is integrated into curricula and daily operations. Teachers reported a significant increase (30%) in students' awareness of environmental issues over the past year, with notable themes emerging around waste management and renewable energy education. The findings suggest that while there is growing recognition of sustainable development in Senegalese schools, more systematic integration into curricula and teacher training programmes is needed to achieve broader impact. Educational institutions should develop comprehensive sustainability modules based on local contexts and incorporate these into regular teaching practices. School administrators need to provide ongoing support for teachers' professional development in sustainable education.

Keywords: *African geography, Sustainable development, Ethnography, Cultural studies, Education reform, Community engagement, Indigenous knowledge systems*

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