



National Curricula Integration of Education for Sustainable Development in South Africa: A Policy Analysis

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Abstract

Education for Sustainable Development (ESD) in South Africa's national curricula aims to integrate environmental, social, and economic aspects of sustainability into educational systems. A content analysis approach was employed to examine current national curricula documents for evidence of ESD integration. The analysis revealed a mixed level of ESD incorporation, with some subjects showing strong alignment while others had minimal or no presence of sustainability themes. Current policies on ESD in South Africa's national curricula are insufficient to fully address the comprehensive approach required for sustainable development. A more systematic and explicit integration strategy should be developed, including specific curriculum guidelines and teacher training programmes.

Keywords: *African Geography, Environmental Education, Social Policy Analysis, Curriculum Reform, Sustainable Development Theory, Stakeholder Engagement, Indicators of Change*

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