



Sustainable Development Strategies in Zambian Education: A Qualitative Exploration

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Abstract

Sustainable development in education is crucial for fostering equitable growth across Africa, with Zambia as a case study. The country faces challenges such as limited resources and high dropout rates among its youth. Qualitative research methods were employed, including semi-structured interviews with educators, policymakers, and community leaders. Data was analysed using thematic content analysis. Interviews revealed a significant emphasis on teacher training and community involvement as strategies for improving educational outcomes in Zambia's rural areas. The findings suggest that targeted interventions focusing on capacity building and stakeholder collaboration can enhance educational sustainability in Zambia. Policymakers should prioritise investment in professional development programmes for teachers, while communities must be actively engaged in supporting local schools.

Keywords: *Africanization, Critical Pedagogy, Ethnography, Indigenous Knowledge Systems, Participatory Action Research, Sustainability Frameworks, World-Systems Analysis*

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