



Tanzanian National Curricula Integration of Education for Sustainable Development: A Mixed Methods Inquiry into Teacher Perspectives and Learner Outcomes

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Abstract

Education for Sustainable Development (ESD) is increasingly integrated into national curricula globally to foster environmental awareness and sustainable practices among learners. The research employs a combination of surveys, interviews, and observational studies with both teachers and students. Quantitative data are analysed using descriptive statistics and thematic analysis of qualitative responses to understand patterns and trends in teacher perspectives and student achievements. Findings indicate that while 85% of teachers reported positive integration experiences, 15% faced challenges related to curriculum alignment and resource availability. Learner outcomes show significant improvement in environmental knowledge (90%) and practical skills (75%). The study underscores the need for ongoing professional development and adequate resources to enhance effective ESD implementation. Educators, policymakers, and curriculum developers should prioritise teacher training programmes focusing on ESD methodologies and resource provision to support schools in realising full integration goals. Education for Sustainable Development, national curricula, Tanzania, mixed methods study

Keywords: *African geography, Sustainable development, Mixed methods, Curriculum analysis, Environmental education, Pedagogical approaches, Indigenous knowledge incorporation*

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