



Sustainability Curriculum Integration in Uganda's National Curricula: A Thematic Exploration

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Abstract

Education for Sustainable Development (ESD) aims to integrate environmental, social, and economic considerations into curricula worldwide. Uganda's National Curricula have been under scrutiny for their alignment with ESD principles. Qualitative analysis was employed to explore perceptions and practices related to curriculum integration. Focus groups and semi-structured interviews with educators provided insights into current practices and perceived challenges. Educators reported a strong emphasis on environmental sustainability themes, but struggled with incorporating social and economic dimensions effectively, often due to resource limitations and time constraints. Despite notable efforts in environmental education, the integration of social and economic aspects remains underdeveloped in Uganda's curricula. This hinders comprehensive ESD outcomes. Enhanced teacher training programmes should be prioritised to better equip educators with knowledge and tools for effective curriculum integration across all dimensions of sustainability.

Keywords: *Uganda, Geographic Education, Sustainability, Methodological Framework, Qualitative Research, Environmental Pedagogy, Critical Theory*

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