



Sustainable Development Integration in Eswatini National Curricula: A Qualitative Exploration

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Abstract

Education for Sustainable Development (ESD) aims to integrate environmental, social, and economic dimensions into curricula worldwide. Eswatini's national education system is exploring how to better incorporate these principles. Qualitative methods were employed, including semi-structured interviews with educators and curriculum developers. Data analysis focused on thematic content. A notable theme identified was the alignment between local cultural contexts and global ESD goals, suggesting potential for more tailored curricula development in future. The findings highlight the importance of aligning national educational objectives with broader sustainable development frameworks to enhance curriculum effectiveness. Curriculum developers should incorporate feedback from educators on how to better integrate ESD principles and consider local cultural contexts for improved relevance.

Keywords: *Sustainable Development, Eswatini, Curriculum Studies, Qualitative Research, Education Reform, Environmental Pedagogy, Stakeholder Engagement*

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