



ESD Integration in Burundi's National Curricula: A Qualitative Analysis from 2011 to 2011 Context

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Abstract

Education for Sustainable Development (ESD) aims to integrate environmental and social sustainability into education systems worldwide. Qualitative data was collected through document analysis of curriculum documents and semi-structured interviews with educators and policymakers. Findings indicate a gradual increase in ESD themes across different levels of education, particularly in primary schools where environmental topics were more prominently featured (85% of curricula included at least one sustainability theme). The integration of ESD into national curricula has been uneven and inconsistent, necessitating further policy support to ensure comprehensive inclusion. Policymakers should prioritise regular curriculum reviews and professional development programmes for educators to effectively implement ESD principles.

Keywords: *Africanization, Ethnography, Induction, Methodology, Pedagogy, Sustainability, Theory*

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