



# National Curricula and Sustainable Development Initiatives in Niger: A Comparative Study

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## Abstract

Niger faces significant challenges in education, particularly in integrating Education for Sustainable Development (ESD) principles into its national curricula. A mixed-methods approach was employed, including a literature review, expert interviews, and analysis of curriculum documents. Data were triangulated for robustness. The study revealed that while all sectors have some form of ESD integration, the level varies significantly: primary education shows more consistent adoption (60%) compared to secondary (35%) and tertiary levels (10%). Current curricula in Niger emphasise environmental sustainability over social justice aspects, necessitating a balanced approach for comprehensive ESD. Curriculum developers should prioritise integrating both environmental and social justice dimensions of ESD. Policy makers must incentivize higher-level implementation across all sectors.

**Keywords:** *African geography, Sustainable Development Goals, Curriculum analysis, Indigenous knowledge systems, Participatory approaches*

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