



# National Curricular Integration of Education for Sustainable Development in Ghana: A Comparative Study

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## Abstract

Education for Sustainable Development (ESD) in Ghana's national curricula has been a topic of interest due to its potential to integrate environmental and social sustainability into educational processes. The study employed a mixed-methods approach combining quantitative analysis of curricular documents with qualitative interviews of educators. Data were collected from 20 primary and secondary schools representing diverse geographic regions and educational sectors. Findings indicate that while all examined schools include some form of ESD content, there is significant variation in the depth and breadth of its integration, particularly regarding environmental education versus social aspects. The comparative analysis reveals distinct patterns in how ESD is approached within Ghanaian curricula, highlighting both challenges and opportunities for more comprehensive integration across all sectors. Based on findings, recommendations include developing standardised guidelines for ESD content and fostering continuous professional development among educators to enhance its implementation effectively. Education for Sustainable Development, National Curricula, Ghana, Curriculum Integration

**Keywords:** *Sustainable Development, Curriculum Studies, Environmental Education, Social Justice, Intercultural Understanding, Participatory Methods, Indicators of Sustainability*

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