



Sustainable Development Principles in Mozambican Education Practices

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Abstract

Mozambique faces significant challenges in education, including low enrollment rates and inadequate teacher training, which hinder sustainable development goals. A qualitative study involving semi-structured interviews with educators, policymakers, and students in selected schools across different regions of Mozambique. Educators reported integrating environmental education into curricula, while few institutions offered training for teachers on climate change adaptation strategies. Students showed awareness about sustainable practices but lacked practical knowledge. While some educational initiatives align with sustainable development goals, a gap remains in teacher training and curriculum integration across regions. Policymakers should prioritise teacher training programmes that include sustainability topics, and schools need to allocate more resources for environmental education.

Keywords: *African geography, qualitative research, sustainable development, teacher education, cultural barriers, community involvement, indigenous knowledge systems*

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