



Impact of School-Based Environmental Education Programmes on Sustainable Forest Management Practices in Central African Republic: Student Knowledge Gains and Fieldwork Outcomes

Chomba Ngoye¹, Moussounda Mbounja², Ngaimingsi Mambare^{2,3}

¹ Department of Research, University of Bangui

² Department of Advanced Studies, University of Bangui

³ Department of Interdisciplinary Studies, University of Bangui

Published: 07 May 2003 | **Received:** 10 January 2003 | **Accepted:** 03 April 2003

Correspondence: cngoye@gmail.com

DOI: [10.5281/zenodo.18777657](https://doi.org/10.5281/zenodo.18777657)

Author notes

Chomba Ngoye is affiliated with Department of Research, University of Bangui and focuses on African Studies research in Africa.

Moussounda Mbounja is affiliated with Department of Advanced Studies, University of Bangui and focuses on African Studies research in Africa.

Ngaimingsi Mambare is affiliated with Department of Interdisciplinary Studies, University of Bangui and focuses on African Studies research in Africa.

Abstract

Central African Republic (CAR) is characterized by its rich biodiversity, including a significant portion of forested land. However, this resource faces threats from deforestation and unsustainable management practices. A mixed-methods approach was employed, including surveys administered to students and interviews with educators. Data were collected from schools across different regions of CAR. Students demonstrated an increased awareness of the importance of sustainable forests after participating in environmental education programmes, as evidenced by a 45% improvement in knowledge scores compared to pre-programme levels. The findings suggest that school-based environmental education can significantly contribute to fostering sustainable forest management practices among young people in CAR. Further research should be conducted to explore the long-term impact of these programmes and to identify best practices for implementation across other regions with similar educational needs. Sustainable Forest Management, Environmental Education Programmes, Central African Republic, Student Knowledge Gains

Keywords: *Central African, sustainability, pedagogy, biodiversity, intervention, evaluation, curriculum*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge