



# Environmental Education and Sustainable Behaviour in Tanzanian Contexts

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## Abstract

Environmental education plays a crucial role in fostering sustainable behaviors among Tanzanian communities. A mixed-methods approach combining surveys, focus groups, and observational studies was employed across three regions in Tanzania. Data were analysed using a multivariate regression model with robust standard errors to account for potential confounders. Findings suggest that environmental education programmes significantly increase awareness of sustainable practices ( $p < 0.05$ ) but the proportion of participants adopting these behaviors remains modest, indicating room for improvement in behaviour reinforcement strategies. The study underscores the importance of integrating educational interventions with community engagement and policy support to enhance sustainability outcomes. Further research should focus on developing targeted education curricula and implementing consistent monitoring systems to measure long-term impact. Policy-makers are encouraged to integrate environmental education into school curriculums and public awareness campaigns. Environmental Education, Sustainable Behaviour, Tanzania, Multivariate Regression The empirical specification follows  $Y = \beta_{0+\beta} p X + \text{varepsilon}$ , and inference is reported with uncertainty-aware statistical criteria.

**Keywords:** Tanzania, Geography, Anthropology, Sustainability, Pedagogy, Ecocultural, Ethnography

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