Part 3: Some Unsuccessful Examples

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1. Eco-Labeling: Vote for Sustainability

Background: Consumption choices have always influenced environmental health. With consumption of goods and services increasing steadily in the past century, it has become important that the eco-friendliness of various consumer products be monitored. Eco-labeling is an effort to make manufacturers and consumers more environment-conscious, by awarding a label or certification to products that cause the least damage to the environment in their 'cradle to grave' journey—through various stages of development, manufacture, use, packaging, distribution, consumption, disposal and recycling.

To increase consumer awareness, the Government of India launched its eco-labeling scheme known as ecomark in 1991, which would help for easy identification of environment-friendly products. Any product which is made, used or disposed of in a way that significantly reduces the harm it would otherwise cause the environment, could be considered as an environment-friendly product. The scheme is executed with the help of the Central Pollution Control Board (CPCB) and the Bureau of Indian Standards (BIS).

Objectives of the Scheme: The specific objectives of the scheme are as follow:

- To provide an incentive for manufacturers and importers to reduce the adverse environmental impact of products;
- To reward genuine initiatives by companies to reduce adverse environmental impact of their products;
- To assist consumers to become environmentally responsible in their daily lives by providing information to take account of environmental factors in their purchase decisions;
- To encourage citizens to purchase products which have less harmful environmental impacts; and
- To improve the quality of the environment and to encourage the sustainable management of resources.

The criteria follow a cradle-to-grave approach, i.e. from raw material extraction, to manufacturing, to disposal. The ecomark label is awarded to consumer goods that meet the specified environmental criteria and the quality requirements of the Bureau of Indian Standards. Any product with the ecomark will be the right environmental choice. A product is examined in terms of the following main environmental impacts:

- That they have substantially less potential for pollution than other comparable products in production, usage and disposal.

- That they are recycled, recyclable, made from recycled products or bio- degradable, where comparable products are not.
- That they make significant contribution to saving non-renewable resources (including non-renewable energy) and natural resources compared with similar products.
- That the product must contribute to a reduction of the adverse environmental impact associated with the use of the product.

Take Off: As of today, not a single product carries this mark. The basic idea behind ecomark is that it would use market forces to achieve improvement of the environment, and contribute to a production and consumption pattern of sustainable use of resources. This is why, the world over, eco-labeling is a voluntary measure from the manufacturer's side, rather than a mandatory regulation from the state. As Rasheed Hasan, Joint Secretary (policy and law), Ministry of Environment and Forests, who is in charge of the ecomark scheme affairs, says, "*The manufacturer has to be convinced of the market benefits of such a scheme*." (www.oneworld.org/cse)

Why did the scheme not take off in India? Why are industries and manufacturers not coming forward and applying for the scheme? Skeptics have always held that in a low per-capita income country like India, consumers are more price-conscious and driven by basic necessities, rather than by the virtues of product quality or environmental concerns.

While this might be true to some extent, there is also a communication failure. Industry has felt that along with surveys, government should also play an active role in evolving comprehensive marketing strategies addressing the basic issues. For instance, to which class of consumers should the eco-labeled products be primarily directed in the beginning? Are there incentives for eco-labeling, whether to use the existing retail network or to create a new one to promote the labeled products? Likewise, there are no efforts on advertising and creating mass consumer awareness about the labeled products.

Lack of Awareness: A good beginning was made--a special logo was designed for the ecomark. The earthen pot, symbolic of traditional, environment-friendly lifestyles was something that Indians could easily relate to and which conveyed the concept of ‘living lightly on the earth’. But this was not followed by any effort to communicate about environment-friendly products, or the ecomark and what it stood for.

A draft paper titled *Consumer Response to Green Market Opportunities* presented by a team of researchers at the Centre for Management in

Agriculture, Indian Institute of Management (IIM), Ahmedabad, finds that 'brand awareness' of environment friendly products was generally low, ranging from one to two in a majority of cases for various products.

Indian consumers are yet to become environment-conscious. Several success stories show that credible, independent eco-labeling schemes, which must be combined with effective consumer education, can reduce the environmental impact of products and promote greener consumption. Manubhai Shah, managing trustee, Consumer Education and Research Centre comments on the awareness of environmental concerns and awareness;

> *The Consumer Union in UK started in 1935 and their newsletter **Consumer Reports** has a circulation of 5,000,000. What I am trying to say is that whether manufacturers are cashing in on consumers' lack of awareness is not a major problem. The consumers in India do not pay attention to all these claims in the first place. I am not even sure whether the majority of Indian consumers know what they mean when they say 'biodegradable'… The Indian manufacturers have not been able to cash in much on this because Indian consumers have still not become environment-conscious. Honestly, had the consumers been aware, the ecomark scheme would not have remained on paper (www.oneworld.org.cse).*

Lessons:

- When the market is used, strategies suitable for the market have to be used. Communication is an important part of market forces. This has to be recognized and communications have to be of professional quality.
- Education and communication are an integral part of sustainable development projects. Within a project, different stakeholders might need different kinds of education and communication inputs. Appropriate education and communication strategy is therefore crucial for the success and sustainability of a program.

2. Training Program for Secondary Teachers

Background: Nepal's Ministry of Education and Sports has included health, population and environmental education courses in its national curriculum. Accordingly, textbooks have also been developed at national level. Yet, there is shortage of trained teachers for these courses. In order to meet the shortage of trained teachers in secondary school, the Center for Resource Evolution and Management (CREAM) has been providing one-week long training programs for teachers. The objective of this training is to make participants familiar with teaching matters, materials and methods. Teachers with a bachelor degree in science are selected to take part in the training,

which is of a seven-day duration. CREAM runs this training with its own resources, whereas participants pay only the training fee of about US $ 40 for this course.

Description of Activities: A technical committee was formed to develop and conduct the training. The members of the committee conducted needs assessment by discussing with head teachers from 60 schools belonging to both public and private sectors and identified the training goals and modalities. Then the course teachers were invited to participate in the development of the training program. These teachers developed a training plan, trainer's manual and teacher's source book. These materials were pilot-tested and revised prior to their use in the training.

In the beginning, the members of the technical committee prepared a training plan and provided a two-day intensive training to the selected teachers to work as part-time trainers. These trained teachers worked as assistants to the senior trainers for some time and then they worked independently as trainers.

Achievement: CREAM has established a network of over hundred teachers who have been teaching the course on health, population and environmental education in secondary schools. It has provided training to over sixty-five course teachers.

The training has raised the awareness of head teachers and the members of the school management committees about the needs of trained teachers. Then, they have shown interest to provide logistic support to course teachers.

Issues and Problems: The schools are not in a position to send their teachers to the training course due to shortage of teachers in the school. There is none to substitute them at the time they are away in the training program. So they prefer to send their teachers in off time, especially in summer or winter vacation. This is true especially in the case of private schools.

There are no follow-up activities undertaken by these trained teachers. Only a few head teachers follow up the activities of trained teachers. Because of this it is not known how much these have been successful in utilizing the new skills they learnt from the training program.

Another problem is that CREAM has not been able to run this program in rural areas because resource persons do not want to go to remote areas. In order to avoid this situation, local teachers should be given the training. Budgetary constraints and personnel have further exasperated this situation.

Reflections and Lessons Learned: Resource materials are important guides for teachers. However, rural schools do not have enough resource materials which thus hampers the quality of classroom teaching. Improving the quality of education and material production should go hand-in-hand.

Short-term training from one to two weeks has been found appropriate and convenient, as schools cannot afford long-term training. There should always be follow up activities to evaluate how trained teachers are faring well in the application of knowledge and skills in the classroom.

Although teachers are interested in participating in the training program it is very difficult for them to get financial help. Because of this, very few teachers are interested in attending the training.

Reasons of Unsustainability: Though this training program is need-based, it has been an unsuccessful experiment at present because of the high cost involved, no follow up activities etc.

Future Prospects: CREAM found that the training program is appropriate and timely for teachers of the secondary schools because it contributed to develop teacher's knowledge and skills in teaching the course. There are possibilities for its replication on a large scale if financial support is available.

Concerning follow up activities, CREAM is planning to provide training to head teachers to carry out a systematic follow up of the trained teachers to ensure that they are able to apply their new knowledge and skills into the classroom teaching.

Project work is an integral part of the health, population and environmental education. Therefore CREAM plans to encourage the participants before attending the training to carry out project work on the specific areas of the environment as stated in the training curriculum. The sharing of these experiences would enhance their expertise in the field.

Though there are several challenges, CREAM is striving hard to continue this program. It is also planning to develop a series of training packages for a period of one to four weeks duration that will be given to teachers on a part-time basis through its network.

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3. Species Investigation along the Highway

Background: Zhengzhou is a central city in Henan Province. Near the city there runs a highway which was constructed in 1996. Air pollution caused by emission gas of vehicle has led a noticeable decline in flora and fauna in the area. A teacher with a group of students from the Zhengzhou Normal School wanted to carry out a research study along the highway in 1998. A small project was designed for two or three years to observe the natural process of species formation along the highway. This Project was underway because of teacher's support and students' interests. There was no money, no resource and nothing but only the interest and spirit of teachers and students. The objectives of the Project were as follows.

- Raise students' awareness on the local environment
- Develop student's abilities on investigative research
- Learn the relationship between automobile gas pollution and plants

Description of Activities: First of all, the teacher and the students developed a plan of action. This needed two or three years for completion. The students studied different methods of investigating plant and animal species. They carried out a 12-month-observation schedule on a rotation basis.

Each Sunday they went to the designated place and observed the species of plants and animals at either sides of the highway. The outdoor observation aroused student's interests. The students continued this activity for ten months. When confronted with some problems, they used to discuss with each other and ask the teacher for solution. The observation gave them a chance to understand how species are formed in the area.

Before the beginning of the eleventh month, one party belonging to the Department of Highway Management came to the site and felled all the plants. Then, students found that the trees were cut down and the animals disappeared in the designated areas. The data collected until now were not enough to run the analysis, nor to draw any conclusion. So the project had to be cancelled.

Reflections and Lessons Learned: The project was good to arouse students' awareness but did not try to even inform the relevant actors, not to speak of the involvement of community, before starting its activities. The

idea was good but the leadership was poor. Researcher should, at least, do the minimum level of homework on the plan.

Another reason why this project failed was that there was a lack of an effective communications between various parties involved. This was not widely discussed and the problem was never thought of. Prior to the conduction of the Project, teachers and students should have consulted with the Department of Highway Management and informed the Department of its objectives and activity plan. This could have been an opportunity for the Department of Highway to learn more about the local environment. Thus the lack of the timely consultation and involvement of actors did not allow the Project to translate it into a success.

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4. The Use of the Environment Video

Background: A video is a form of visual aid and a useful communication medium that has several unique aspects. Generally people like videos or films because they provide action, color and sound. It often shows details or other aspects that otherwise could not be shown. Different kinds of video films have been made for different purposes such as those providing mainly information, and those demonstrating skills. Others are more like plays, and show real-life situations while many are for entertainment. A video is a useful education tool where people can learn about new behavior, attitudes and values (Hermanson, 1989). A locally produced environment video may also be an effective means when used in conjunction with workshops and training (Saito, 1997).

One of the educational materials produced under KEEP was a video on solid waste management titled *Ana Bwaintangira Nareau* (*Nareau* is the traditional god that is also said to be the creator). The video was made up of several segments: a story of a family whose members are aware of the solid waste issue, are practicing separation of their household rubbish and are engaging themselves in reusing and recycling practices. The family later becomes an influence in their neighborhood for positive environmental practices. The video also shows a dream by a girl, where the family members are very sick and are admitted to the hospital. The people were

found to become sick from eating poisoned fish and drinking contaminated water. Other segments of the video were on information about land and marine resources, talks by specialists on the environment and health, the process of rubbish separation, and the process of compost preparation and use. Each segment is approximately 10 to 15 minutes long and the total running time for the video is approximately one hour and ten minutes. The video has been shown in many workshops but it has been rarely used in communities.

Reasons for Failure: The video has been used during workshops and received mixed reactions. Although it presents good and relevant messages, most people found it quite long (Farrow, 2000). It was often observed by the workshop team that after about 15 minutes of running time, several people began to talk among themselves while the video was still on, others would stand up and leave while others would begin to lie down and eventually few could dose off to sleep. Furthermore children attending the workshops with mothers would become impatient and start to disturb others by making a lot of noise. At some time the project team would stop the video half way before most of the people would leave and while the workshop is still going on.

An attempt was made with the local producers to have the video edited down to less taxing lengths, and to produce the separate segments on separate video tapes. However this did not happen for several reasons including a disagreement that emerged between the video producers and the materials development specialist.

Its use in village workshops was often made difficult by the lack of an available video set. In Kiribati a video set and equipment are generally costly to buy and repair and thus not many people have them. Some who own them would usually rent them out to such events as workshops or social gatherings. So it is also expensive for the project to rely on using of the video in every workshop.

Use of one video for larger audiences was just not sufficient as many people would not be able to have good viewing of the whole film. This could create frustration among the audience and consequently they would lose interest and leave the workshop. It can also be less participatory as only a few people would be able to watch everything properly. In cases like this more than one monitor may be needed or a projection video could be used, or large groups may need to be broken into smaller groups for viewing (Brieger, 1984). However using more than one monitor was just not possible in the community. Neither was it possible to obtain a larger projection video.

In rural and remote areas there would be either no electricity or no regular supply. In fact even on urban areas on South Tarawa, electricity cuts from the Public Utilities Board supplying electricity to the island often occurred and even sometimes without notification given to the communities. This presents the problem of uncertainty in using videos in workshops as the fear of sudden power cuts. At some communities where there are power points connected to their *maneaba* it has been experienced too that upon arriving at the workshop place it was realized then that the power points were not working for reasons of a disconnection of electricity due to long standing bills that has not been settled yet by the community or that electrical wires might have been damaged somewhere.

In the Pacific there is more than one video system and it is also the case for Kiribati. The three distinct video systems currently in use are PAL, SECAM and NTSC and these systems are not compatible (Brieger, 1984). This is a problem that has been experienced because a video tape recorded on one system will not play properly on another. In Kiribati people who own videos would have one of the above systems and this depends on where the videos were imported from. For examples, many I-Kiribati seamen working on oversea vessels mainly Germany and Japan would bring home the different video sets and systems from these countries which mostly explains the reason for the different systems now existing in Kiribati. The environment video *Ana Bwaintangira Nareau* developed by the project was recorded using the PAL system and therefore cannot be used in some communities that have other systems.

The Project did not have a video set of its own to be able to carry it around in the community. The one that is with FSP has a small monitor and has not been working for few years now. Therefore this further adds to the problem of not being able to use the video set in the community as an educational tool.

As a result the video was rarely used in environmental education activities throughout the project. Instead community theatre groups are more utilized as an efficient and effective vehicle for environmental education in the community.

Precautions and Lessons: The following precautions and lessons should be noted for the future to increase the use and effectiveness of the video as an environmental education tool.

- Maintaining a good working relationship with video producers is important to enable the possibility of improvement of video production including editing. It is suggested that future production of videos should not be left only to overseas

volunteers or specialists but local project officers should also be involved in all matters of video development as specialists would know better what to include and what not in the video so that it suits the needs of local communities.

- Production of shorter duration videos of approximately 10 minutes can be used more effectively and efficiently at special interest group training and workshops including schools. When using the existing long version of the video on solid waste management, preparation and pre-test of the particular segment of the video should be done before-hand to avoid lengthy hours of unnecessary watching of other less irrelevant segments. Furthermore the video can be produced more creatively which could include a more interesting story line and script, utilizing drama groups and involving more people from the community and schools.
- The video should be more creatively used in environmental education activities and be more widely distributed for more people to have access to. This includes putting them up for cheaper rental in video shops, and to provide schools each with a copy. In this way students who want to learn about the environment can have easy access to the video as a source of information and reference.
- Future educational videos should be produced and recorded using different video systems including recording them onto a larger video or film projection as this will increase the possibility of using it more widely in the community where different systems exist with a larger audience.
- Communities should be encouraged to purchase a standby generator for use in case power cuts occurs.
- An organization involved in education programs should really plan ahead for certain equipment needed in its educational work which includes purchasing and being able to provide a video set and equipment to increase the use of the video to trainees and workshop participants including special interest groups.

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5. Top-Down Initiated Conservation Project

Background: Lucas Ticconi, an Australian volunteer and the Forestry Department staff have been the key people behind this project. They have held brief meetings with the chiefs from Nagha and Pineia to seek their support and agreement in conserving their forest.

Because of damage done by logging companies, the chief and his family decided not to log their forests. Instead, they tried to find alternatives that would conserve their forest, water catchment areas and coast for current use and for future generations. Inherent to their decision was an expectation of finding alternative income sources compatible with maintaining their environment resources, and an assertion of their rights as landowners.

Objective and Target Population: The target population are people from the Nagha and Pineia area. The main objectives of holding brief environmental meetings and consultations are:

- To seek support and agreement of the people to the idea of creating the protected area.
- To raise the people's awareness about the importance of protecting the forest, water catchment areas and coast for current use and future generation.
- To discourage the idea of logging and provide an eco-tourism within the protected area as an alternative source of income.

Description of Activities: There were several brief meetings and consultations held in the community. As a result of these meetings the chief and his people finally agreed to the idea of protecting their forest and not to log them. The area was then unofficially declared as a Nagha and Pineia Nasaras Protected Area.

The chief then restricted use of the Nagha and Pineia lands and coast. They can only be used with his permission and in accord with any restraints imposed by the landholders. This effectively asserts his traditional role as chief of the landholder family .

With assistance from the Forestry Department four distinct management zones were identified within the Nagha and Pineia area:

- Areas where gardening, plantations and other activities occur. The northern garden zone is used by villagers of both Wiawi and Wiel. New gardens can only be created with permission of chief Timothy, and permanent crops can no longer be planted.
- A turtle nesting zone extending 100 meters inland from the reef edge, in which turtles are totally protected.
- The reef from which marine resources can only be collected with the permission of Chief Timothy.

This zoning system is not apparent to others whose simplified explanation of the resource management system is that permission must be sought from Chief Timothy to make use of resources in the Nagha and Pineia area. Chief Timothy only allows fishing on request on Fridays to provide meat for the Sabbath (Saturday).

The family initially agreed to conserve their lands for a ten year period until 2004. Chief Timothy and his brothers will consider extending the restrictions for a further ten years. They are committed to maintaining resources for their children, but what their children decide to do will be up to them.

Initially, the protected area was set up as an eco-tourism project with technical and financial assistance externally managed under the Forestry Department. Traditional bungalows were built on the coast within the protected area in a very nice spot. The idea is for the community to bring in income from the tourist and at the same time protect their land and sea resources.

Issues Addressed: The real issue addressed in the brief environmental consultative meetings is to discourage logging activities at the Nagha and Pineia area. Instead, encouragement is highlighted on the idea of creating an eco-tourism business by means of protecting their forest and marine resources and allowing tourists to go there and see these resources which should be an alternative way of making money for themselves or the community.

Why chosen as an unsuccessful example? Nagha and Pineia Nasaras Protected Area is chosen as unsuccessful example because it was a top-down initiated project. The Forestry Department initiated the idea to protect their land and sea resources and later Chief Timothy Nahapi and his people agreed to the idea. The chief and his people were not quite ready to handle

such a conservation project due to isolation from the provincial center, low literacy level and lack of finance.

Reasons of Failure: The brief consultative meetings have really assisted in getting the Nahga and Pineia Protected Area set up. However, several years later the project was not operational. The reasons why this project failed were that:

- It was a top-down initiated conservation project. Chief Timothy and his people were probably not ready to take up such initiative.
- There was not enough environmental awareness or information building workshop within the area to increase people's knowledge about the environment and encourage them to protect their resources
- Training in basic business management should have been provided to assist in the running of the eco-tourism business.
- The Forestry Department had some financial input in setting up the eco-tourism project. This created a feeling of dependency by Chief Timothy and his people.
- The site of this project is quite far from Lakatoro which is the island's main administrative center. There is no easy access to the site. Road conditions are very poor, so tourists are hardly going there.

How to Prevent These Problems: Given the above problems, there are several ways that can be used to prevent or reduce problems:

- The Environment Unit, Forestry Department and Fisheries Department should run an environmental awareness workshop in the community to increase their knowledge and perception of the environment. Encourage them to protect their forest and sea resources not only for their use today but also for their future generations to use. Also, these departments should provide some training in eco-tourism activities and basic business management
- Do away with outside financial assistance. The community should learn how to work independently using their capacity and local resources that are available. This will make them feel that the project belongs to them and they will be encouraged by this, to continue protecting their forest and sea resources into the future.
- The community should make a strong request to the national government to assist them by building permanent access roads to their community.
- Advertise the protected area in the tourist book guide so that more tourists will visit the area.

Lessons Learned: A good lesson learned from this project is that despite several brief environmental meetings and consultations held with the people,

it is a disadvantaged approach in the sense that it is of a top-down initiative in protecting resources. For communities in Vanuatu or even the Pacific Region as a whole, this is not a good approach to community conservation activities. It often creates a feeling of dependency among people. Outside funding is becoming a concern to the failures of community conservation activities. Community conservation projects only need them when it is really necessary. The danger here is again, that communities become so dependent on outside fund that when the funding term ceases the whole project is at risk of collapsing. Running environmental workshops and providing appropriate training at the beginning of setting up a community conservation project helps a lot by increasing people's knowledge, ideas and perception of the environment. It also allows for better management of the protected area thus in this way it places them in a better position to successfully protect their resources into the future.

6. Environment and Curriculum: A Policy Development Only Policy

Background: Kenya inherited its formal education system from its former colonial power, Britain. However, after following a classic British style of education for more than two decades, the government overhauled the system. A pattern similar to the North American system was introduced following a report of a government commission headed by a Canadian Professor. Although the education system introduced is similar to the North American one in structure, its mechanisms of operation did not change and closely followed the principles of its predecessor. The educational system, including the curriculum, remained rigid and centrally controlled for the purposes of the examinations.

Environmental education is emphasized and encouraged by the government. The various government policy documents ranging from sectoral ones (as in education) to multisectoral national development policy documents call for the strengthening and improvement of EE in Kenya. The Republic of Kenya's 7th Development Plan states; "*In the Post-Rio environment, it is imperative that the concepts of environment sustainability be widely imparted at all levels of education and training in the country*" (Government of Kenya, 1994, p.177). Session paper No. 6 of 1988 on *Education and Manpower Training for the Next Decade and Beyond* also makes similar calls.

The government concern about EE is appropriate and makes good sense. Kenya and East Africa generally is a biodiversity rich area. The conservation of this biodiversity is therefore important for the present and future generations of this country. This can be achieved through a variety of approaches and EE is one of the key approaches.

Description of Activities: Kenya has now a schooling system comprising 8 years of primary education, 4 years of secondary education and a further 4 years of university education. Environmental education is encouraged for all the stages but the reality is that EE is hardly a concern for anyone involved with schools in Kenya. The government planners and policy makers in education do formulate policies for EE but that is where there effort stops.

Kenyan schools, students, teachers and parents are focussed on exam performance as the determinant of good teaching and learning. EE issues though important nationally are rarely examinable and therefore by school standards not worth the time. Also, due to the large number of subjects for examination, education authorities have shied from adding EE onto the curriculum as a separate subject. They have instead called for the incorporation of EE across the curriculum in all the subjects. The National Environment Action Plan states: "*At the primary school level environmental education is infused in subjects like geography, agriculture, science and home science. Similarly in secondary schools there are sectoral subjects which include biology, geography, chemistry, physics, etc.*" (The Government of Kenya, 1994).

Issues and Problems: A number of issues and problems have arisen out of the present government policy of a cross-curricular approach to EE. Some of these include:

- Teachers have found it difficult to address EE issues within their subjects because they feared venturing into the unknown. They have not had adequate training on EE and felt that their subject specialization, especially at the secondary school level, was being compromised. Many teachers were not confronting with EE issues that can and could diverge from the confines of their subject boundaries.
- The cross-curricular approach was meant to show the relevance of EE issues in all aspects of student's life and society. But this proved counter productive for the curriculum. When EE was seen as every teachers' responsibility, it became no one's responsibility.
- The curriculum being linked to the examinations has meant that non examinable issues has no meaning for both students and teachers.

Lessons for the Future: Secondary school teachers who are trained in two subjects found that their subject specialization was their main handicap to teaching EE. There is a tendency for the teachers to feel confused and

irrelevant when they venture into EE issues within their subjects. Some of the questions that arise in their minds when preparing to teach EE issues are diverse and varied. They ponder whether they are teaching Chemistry or something related to chemistry and whether this would not put them into difficulties in the classroom. The class discipline is likely to be jeopardized when the teacher cannot satisfactorily answer a question or handle the different dimensions on the EE issue raised in the classroom. Subject specialization training must therefore empower teachers to see themselves as teachers of students rather than of subjects.

Another failure of the cross-curricular approach to the teaching of EE has been the lack of clear goals and objectives for EE in Kenya. This has partly been responsible for the teachers' confusion in teaching EE. Is EE another name for biology or chemistry? Teachers have clear objectives and aims for their subject discipline but not for EE. It therefore became easy for them to fall back to their subject expectations and treat EE in the same manner. This kinds of problems are not unique to Kenya and the United States senate report on EE has cautioned against seeing EE as another label for biology or outdoor education (Hams, Langseth and Fazio, 1985). It is therefore important for the government and the Ministry of Education to make clear to all in the education system that the goals and objectives to be met in EE are for Kenya.

Kenya has over the last two decades continued to emphasize environmental education in almost all policy documents released, be they for education, environment or general development. This has achieved almost nothing in terms of making EE an important and significant component of our children's curriculum. The important lesson we learn from here is that policy is one thing but practice is another. What Kenya needs urgently is a national environmental education strategy that gives clear indication of how our present good policies can be translated into action. If this is not done, we will continue with our present policy of policy development ONLY.