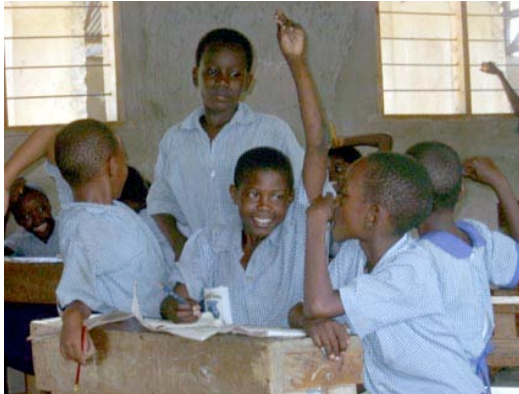


# **Teachers' Training in Environmental Education**

Mombasa / KENYA



## **Report**

**Seminar (November/ December 2004) &  
Monitoring (Term 1 / 2005)**

To be handed to:

**Baobab Trust (Mombasa, Kenya)  
Pro Zim (Switzerland)**

Written by:

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## 1 Executive Summary

This report is a descriptive evaluation of the follow-up seminar for “Teachers training in Environmental Education” that was held on November 29<sup>th</sup> through December 3<sup>rd</sup> 2004 in Mombasa, Kenya. The report is not a scientific evaluation but summarises and describes all activities which took place on one hand as preparation and further after the seminar to ensure knowledge transfer. The evaluation of three questionnaires is included and it is hoped the report can illustrate what happened before, during and after the seminar. Results may be useful in planning for and improving future seminars.

The idea for these seminars was initially from a similar project in Tanzania planned by the Association of Swiss teachers and the co-operation of the Tanzanian Teachers Union. The basis is to train teachers to use effective methods to pass correct information to their students and ultimately train fellow teachers through mini-workshops. The past two seminars have focused on content and method of teacher to pupil transfer. Apart from the sharing of experiences, the teacher to teacher transfer is still being developed.

We wish to express our gratitude to the staff of Baobab Trust (and especially Dr. Rene Haller) for making infrastructure available and providing fruitful professional support. We are grateful to the Municipal Education Office (particularly Mrs. Kirongo, Mr. Lenjo and Mr. Mohammed) for assisting in mobilizing the teachers as well as the ProZim Society for their support and constructive criticism.

Very special thanks go to Zana Bahlig, who being a biologist facilitated a great deal of the seminar making it successful.

Mombasa , 2005

*Sarah Ater*

Zürich, 2005

*Kathrin Futter*

## 2 Introduction

### 2.1 Background information

The project manager **Kathrin Futter** (primary school teacher, cand. Lic. phil. Pedagogical Psychology, certified teacher for Adult Education and Chairperson of ProZim, Switzerland), agreed in 2002, together with **Dr. Rene Haller** (Agronomist and Executive Trustee of Baobab Trust, Kenya) to offer a pilot seminar on Environmental Education for the local Kenyan Primary School teachers.

Following the success of the pilot seminar after which 5 teachers were certified, a complete seminar was planned and organized for December 2004. This was attended by 14 participants (teachers from 8 schools and one representative of a local NGO).

### 2.2 Professional Management

**Zana Bahlig** (Scientist) was recruited to facilitate the science-based topics for the seminar and assist in professional management. The same topics as were covered in the Pilot seminar were offered. **Sarah Ater** (Conservationist, Kenya) was present during the seminar as a Teaching Assistant. **Kathrin Futter** handled the methodologies for transfer to the pupils.

### 2.3 Local Organization

**Sarah Ater** (Bachelor of Environmental Studies, Kenyatta University and Environmental Officer at Baobab Trust, Kenya) was involved in the selection of participants, preparation and confirmation of invitations as well as collaboration with the Ministry of Education.

### 2.4 Participants

The seminar was opened by the Deputy Municipal Education Officer – Mr. Lenjo. A total of 16 participants were invited to the seminar. Based on written applications, they were selected from out 24 applicants. 8 schools were thus represented in the seminar through 13 teachers and a local NGO sent 1 representative.

## 3 Participating Organizations and Schools

There were two lead organizers i.e. ProZim Society and Baobab Trust in collaboration with the Municipal Education Office. Participants were drawn from 1 local NGO, 3 private schools and 5 public schools. 3 of these schools had already established clubs while the other 5 had either no clubs or dormant clubs.

### 3.1 Organizations

#### 3.1.1 Baobab Trust

The Baobab Trust in Mombasa / Kenya is a non-profit making organisation committed to conservation through sustainable utilization. Based on the concept of harmonizing ecology and economy, it is engaged in activities to protect natural resources, promote environmental education and awareness, develop research as well as empower communities for sustainable development.

Baobab Trust was mainly involved in communication, local facilitation and provision of basic infrastructure as well as the recruitment of participants.



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#### 3.1.2 ProZim Society

The ProZim Society is a Charity Organization that sees its goals in supporting Pedagogical Developmental Aid Co-operation in East Africa, as directly as possible and with a minimal administrative effort e.g provision of scholarships to children with limited financial means.

The society also supports further education of Kenyan primary school teachers.

Prozim did the fundraising to cater for teachers costs (food and handout material), facilitators airfare, teaching resources and materials for facilitation



### 3.1.3 Eco ethics International Kenya Chapter

This is a non-profit making organization involved in several programs including research and awareness. The organization pioneered the formation of eco-clubs in Coast Province and selected two of its eco-club schools to participate in the Teachers' Seminar. The Programs Officer who is also in-charge of eco-clubs participated in the seminar with the teachers.

## 3.2 Private Schools

### 3.2.1 Desliz Nursery and Primary

This is a privately owned school that is situated in Kisauni area of Mombasa. The school had an existing eco-club formed with the support of Eco ethics International.

### 3.2.2 Ananda Marga Academy

This is a private academy situated in Kiembeni area. It is quite close to Nguuni Nature Sanctuary. The school initially had a Wildlife club which had since become dormant. An environmental club was to be formed by the teachers after the seminar.

### 3.2.3 Nyemuteka Primary

This is a privately owned school that is situated near Shanzu. There was neither a wildlife, environmental nor eco club in the school.

## 3.3 Public Schools

### 3.3.1 Sacred Heart Primary

This is a semi-Public school as it is one of those where parents bear some of the costs. The school is in Ganjoni area of Mombasa. This school also had an existing eco-club established with the support of Eco ethics International.

### 3.3.2 Kisauni Primary

Kisauni primary is a public school that has been in existence for a long time. A Wildlife club was being run by the teachers who participated in the seminar from the school. The school was nominated by Wildlife Clubs of Kenya.

### 3.3.3 Bamburi Primary

Also a public school, 2 teachers from this school had attended the Pilot Seminar. However, the establishment of a club after the pilot seminar was not considered successful thus the need to include another teacher who was already working with Wildli-

fe club. The school is situated in Bamburi close to the Baobab Trust shamba (farm) and Haller Park.

### 3.3.4 Utange Primary

A public school in Utange, there was neither a wildlife, environmental nor eco club in the school.

### 3.3.5 Marimani Primary

A public school situated in Marimani close to the Mwakirunge dump site. The school did not have a wildlife, environmental or eco club.

## 4 Running the seminar

Having observed the progress of the Pilot Seminar and response from participants, it was agreed that there was need to build on lessons learnt and carry out the first official seminar. The same objectives as those for the Pilot seminar were used, i.e.:

- To reach out to more teachers
- To increase the environmental capacity of those teachers to pass relevant and correct knowledge and experience to their pupils
- To expose the teachers to different methodologies that are effective for knowledge transfer

### 4.1 Preparatory work

Following the monitoring of participants of the Pilot Seminar in February 2004, it was realized that some things could be improved to increase the chances of success of the future seminars and achieve the objectives. Two key things that came up were:

1. the need to involve the Ministry of Education.
2. the possibility of adopting a different criteria in the selection process for participants.

A new criteria of choosing participants for the 2004 seminar was developed based on the experience gained in the Pilot Seminar. It had been agreed that the December 2004 Seminar would target a double number of the expected participants for the Pilot Seminar thus 16 teachers would be invited. The criteria agreed on was that:

- each participating school would send two teachers so that each club can have a Patron and Assistant Patron so as to assist each other in running the club.
- eight schools would be invited, each required to send two teachers
- half of the schools participating would be private schools and the other half, public schools. i.e. 4 private and 4 public schools.
- half of the schools invited to have already established wildlife or eco clubs while the other half should not have the above-mentioned clubs. i.e. 4 schools with established clubs and 4 schools without wildlife or eco club.

A courtesy call was made to Mrs. Kirongo, the Municipal Education Officer (MEO) by Kathrin Futter and Sarah Ater where a report of activities was also submitted. Mrs. Kirongo appointed Mr. Mohammed (Quality Assurance and Standards Officer) to act on her behalf and assist in the program preparation and activities. Mr. Mohammed later planned for a visit to Baobab Trust where he held a meeting with Dr. Rene Haller and Sarah Ater.

A list of schools in the Bamburi, Kiembeni and Shanzu areas was received from the Municipal Education Office with which there had been close collaboration. It was not possible to get a list of the schools in Mtwapa from the same office as Mtwapa is classified under Kilifi district and not Mombasa district. Mtwapa is considered an important area as it is close to both Haller Park and the Baobab Trust farm.

Letters requesting teachers to apply to participate in the Seminar were prepared in August. They were dispatched in September when schools resumed for term 3. Ecoethics and Wildlife Clubs of Kenya were each requested to choose member schools which they felt were suitable to participate in the seminar. Each was to choose one private school and one public school, thus providing the 4 schools with clubs.

Ecoethics International chose Sacred Heart Primary (Public) and Desliz Nursery and Primary (Private) as their preferred schools. The club Patrons were then required to submit their applications indicating why they were suited to attend and how the seminar would help them. These four applications competed alongside those of the other applicants.

Wildlife Clubs of Kenya choose Kisauni Primary (Public) and Mtwapa Academy (Private). The four Patrons from the two schools were also to submit their applications for the selection process.

Having considered four schools and a potential 8 participants, the harder task was to identify another 4 possible schools, all of which did not have wildlife, environmental or eco clubs. Letters were sent out to random schools based on their proximity to Haller Park, Baobab Trust farm and Nguuni Nature Sanctuary. These letters were addressed to the headteachers who were then to select two teachers from among their staff. The nominated teachers were also to submit their applications requesting to be considered for participation in the seminar. All applications were to be submitted by latest October 21<sup>st</sup> 2004 in order to allow ample time for the selection process and information to be passed to successful participants in the first week of November 2004.

The teachers from the schools chosen by Eco ethics and Wildlife Clubs easily went through probably because they already had some background knowledge. Unfortunately, the Patrons from Mtwapa Academy did not respond even in the initial process thus only six teachers were picked from that category (schools with clubs).

The other teachers had varying reasons for interest in the seminar however the ones who were able to justify why they should be selected were chosen. It was also disappointing that some of the schools which had received letters did not respond by sending back their applications despite followup.



Sarah Ater forwarded the reasons for interest in the seminar and areas that teachers mentioned they would like to be covered to Kathrin Futter who in turn forwarded them to Zana Bahlig who was to be the main facilitator at the seminar. Another 6 teachers had qualified for participation making the total number of qualified teachers 12.

At the beginning of November the Baobab Pavillion was booked to be used as the venue for the seminar and Dr. Aboo requested to provide catering services for the seminar. Staff from Ecoethics International and Wildlife Clubs of Kenya were also invited to participate in the seminar as they had shown interest. This was considered a positive sign as they would also help with followup in the schools that have their clubs. Formal invitations were sent to those teachers who had qualified and were in turn supposed to confirm their availability for the duration of the seminar. Using the confirmations from the invitees the potential list of participants came to 14.

Participants of the Pilot Seminar were also approached and asked if they were willing to assist in facilitation and to share their experiences at the 2004 seminar. Two were willing (Lillian Musungu of St. Timothy's Academy and Samuel Mambo of Zimlati Primary) and confirmed their participation for the duration of the seminar.

One week before the seminar Kathrin Futter and Zana Bahlig arrived in Kenya to assist in the final preparations for the seminar including arrange the courses to be covered. Confirmation was made for the venue and catering services as well as a followup to a request for the MEO to officially open the seminar.

## 4.2 Carrying out the Seminar

The seminar ran from Monday 29th November till Friday 3rd December 2004 starting daily at 9am and ending at 5pm. The turnout was very good on the first day even though punctuality was not fully adhered to. It took a while to get the pavillion key and some more time to have it cleaned. Teachers too did not all arrive on time. After starting there was also some trouble with the projector though eventually, everything smoothed out.

The official opening was presided over by the Deputy Municipal Education Officer (Mr. Lenjo) at 11am. He emphasised the importance of extra and co-curricula activities for the full development of pupils. He encouraged the teachers to take the clubs seriously and to learn as much as they could at the seminar.

Most of the teachers at the seminar were very active, engaging the facilitator in discussions and questions. Their response to outdoor and practical activities was also very positive.

Towards the end of the seminar, the teachers paired in their respective schools and agreed on projects they would carry out with their pupils as partial fulfillment of the

program before they could receive their certificates. The various teachers agreed on their projects as follows:

- Sacred Heart Primary – garbage collection
- Desliz Nursery and Primary – compost cycle
- Ananda Marga – tree planting
- Kisauni Primary – papier mache
- Marimani Primary – tree planting
- Utange Primary – nursery seedbed
- Bamburi Primary – horticultural mixed farming
- Nyemuteka Primary – tree nursery

### 4.3 Monitoring and Challenges

The seminar was carried out just after schools were closed in term three. Upon reopening of schools in term one, the teachers were to carry out their projects from the second week through to the end of term one. Monitoring was on-going during this entire period after which successful teachers would receive their certificates.

Monitoring began in the third week of January. Contact was made with the nearest schools first and with Ecoethics International which was to assist in the monitoring of schools with eco-clubs. Initial contact with the teachers was by phone to confirm the day and time for club meetings. S. Ater also informed the teachers that she would visit randomly.

During initial visits it was not always easy to find the clubs meeting as the teachers informed S. Ater that sometimes other programs would come up. In such times they were forced to reschedule the club meetings to either lunch time or the weekends. It thus became necessary to inform and confirm with the teachers before making visits to schools.

Different schools faired differently. It was however very clear that in schools where the support of the administration was much, there was greater commitment by the teachers and willingness to invest in the club. It was also evident that private schools did comparatively much better than the public schools in carrying out their projects, a situation that had also been observed during the pilot seminar. The main reason given by the teachers in public schools was that the workload from the formal classes was very much leaving little time and energy for club activities.

Concerning the follow-up, S.Ater was also not able to make very frequent or regular visits to all the clubs. This was because of the sometimes varying times for club meetings, clubs meetings coinciding in different schools (e.g. Utange and Kisauni meeting on Wednesdays) and also because of the increased workload from the other duties in the office. For this reasons, schools that were very far and not easily accessible received much less visits. For instance, Sacred Heart is in Mombasa town but access by matatu is quick and easy thus visited regularly unlike Utange Primary where vehicles are few and irregular and teachers leave promptly at 3:10pm. Marimani Primary on the other hand is quite hard to reach. On the first visit S. Ater walked briskly for 1.5 hours to reach the school and on the way back waited 30 minutes for a vehicle to Mishomoroni from which she could then get another vehicle. The other means of transport is bicycle ,bodaboda' which are not available in both Utange and Marimani

areas. Accessibility of the school was thus another factor which determined visits to schools as much time was sometimes spent waiting for transport and getting to a school only to find both teachers and pupils had left. It is worth adding that commitment of the teachers and pupils also made visits exciting to S. Ater. A good example is the visits to Desliz which was also far and hilly to reach but one would be sure to get both pupils and teachers during the club meeting. The number of schools needing followup also increased by 200% from the seminar with participating schools rising to 8 up from only 2.

Violet Njambi of Ecoethics International worked quite closely with S.Ater in co-ordinating and monitoring of Desliz and Sacred Heart Schools which have eco-clubs. These 2 schools have shown very good performance in regard to carrying out of their projects.

A general weakness that has been noted in all the teachers however is the filling of the learning journal<sup>1</sup>. Some teachers do not prepare it for every club meeting while others do not do it with the necessary detail. In terms of transfer, adoption of a more interactive process for the clubs appears to have been difficult for most probably due to the fact that such procedures are not used much in the formal learning classes. With time however, this has improved. Pupils on the other hand have been quite interested in the club activities. Those doing the papier mache (for recycling of waste paper) found it quite exciting.

#### 4.4 Post-seminar activities

Contact with the Municipal Education Office was in some instances difficult due to variations in terms of activities and when they are carried out. However, it was finally possible to meet and brief Mr. Mohammed (the Quality Assurance and Standards Officer) while on a visit to Kisauni Primary to visit the Wildlife club and later S. Ater met Mr. Lenjo (the Deputy Municipal Education Officer) and briefed him on the progress of the teachers and clubs. Both pledged their support to the program and indicated their eagerness to see the report. S. Ater assured both that a copy would be delivered to the Municipal Education Office once completed.

Certification for the teachers was rescheduled from March to May to allow for follow-up right up to the end of term one. The dates for the school term were changed by the Ministry of Education to enable schools to close before easter thus reducing the length of the term by one week. Although, this seems to be a short duration, the impact was greatly felt given that information was communicated during the term. This meant that the teachers had to put in more effort to complete the syllabus before exams and thus impacting on the time and effort for clubs.

Certification was carried out on 13th May 2005 in a colourful event attended by 11 of the 12 graduating teachers (one was unwell) and 3 pioneer participants who had at-

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<sup>1</sup> The learning journal is like a log book used by the teachers to plan lessons/ activities for the club and also to record their experiences. It details the teachers approach in terms of methodology of transfer.

tended the 2003 seminar. The event was graciously hosted by Bamburi Primary School which had sent participants in both years and presided over by Mr. Mohammed of the Municipal Education Office. Other guests included Violet Njambi of Ecoethics International and Dr. Rene D. Haller of Baobab Trust.

The session on sharing of experiences during the certification ceremony was very enlightening. Teachers suggested possible solutions to some of the challenges faced by their colleagues while the pilot participants pledged to continue promoting environmental awareness. The Patrons agreed that there was need to meet regularly (possibly bimonthly) and set the date of the first meeting as 18th June 2004.

In their speeches, guests implored the teachers to continue with their dedication to the environment by practical example. While Dr. Haller told teachers of their significant role of planting seeds in the pupils, Mr. Mohammed reminded them that extra curricula activities are considered important by the Ministry of Education and care for the environment is a universal religious obligation. K. Futter registered her appreciation to all participants and institutions in a vote of thanks that was read on her behalf (speeches and comments in appendices).

## 5 Evaluation

### 5.1 Questionnaires

#### 5.1.1 Pre Questionnaire Results

All the participants indicated they had taught subjects which relate to Environmental Education (EE) which they listed as Science, GHC, Agriculture, Religious Education and English. More than 76% however indicated that they did not think they were effective due to inadequate knowledge, lack of resources, large numbers of pupils and ineffective teaching methods.

The teachers felt that after the seminar they would be more effective and would be able to transfer to their pupils knowledge and skills that the pupils would in turn transfer to their homes and neighbours. This would therefore be a useful chain reaction ensuring a large number of people is reached.

The areas the teachers felt were important to be taught included: care of the environment, requirements for plant growth, changes to better the environment, how to stop pollution and contamination, interdependence and relationship of living things, how to make use of waste, definition and advantages of EE, how to conserve and improve the environment, negative impacts of development and how to prevent them, dangers of destroying the environment, importance of conserving for future generations, wise use of natural resources, planting trees, controlling erosion and recycling.

It was evident that some of the teachers especially those with clubs have had some experience with EE although there had been limitations in terms of resources or materials. On the other hand, other teachers had almost no knowledge in terms of EE.

### 5.1.2 Post Questionnaire Results

After the seminar, the teachers were asked to rate the extent of success and relevance of various topics. This is tabulated below through averages on a maximum scale of 5

PROGRAM	EXTENT OF SUCCESS	IMPORTANCE FOR TEACHERS
Plant physiology, plant nutrition	4.64	4.43
Realization of a plant experiment	4.57	4.64
Nutrient cycle and plant succession	4.64	4.36
Excursion to the Haller Park	4.71	4.64
Waste- problem or resource	4.79	4.71
Recycling of used paper	4.5	4.71
Relationship between animals and their environment <ul style="list-style-type: none"> <li>• Feeding strategies</li> <li>• Designing a food web</li> </ul>	4.71	4.79
Producing animal descriptions for the classroom	4.43	4.21
Excursions to Nguuni	4.5	4.57
Shambas Fish farming/ Compost/ Biogas/ Tree Nursery	4.86	4.71
Environmental games to apply in schools	4.36	4.71
Summary of the week	4.57	4.71
Planning a lesson unit/ a project	4.71	4.64

The teachers further indicated that they would be able to use their new knowledge (97.2%) and would apply learner centered teaching including discussions, tours and excursions, environmental games, demonstrations, practicals, projects and group work.

As a result of the seminar, the general feeling (85.7%) was that the knowledge gained in EE would have a positive influence on the teachers' teaching of subjects.

The benefits listed by the teachers from the course included: understanding relationships, cycles and interdependencies, change of attitude, sharing of experiences, knowledge on project planning, motivation of club members, use of games and importance of punctuality.

The areas that the teachers felt should be considered were: decongesting of timetable, reimbursement of fare and length of seminar (to be longer). However the results indicated that the seminar was 92.3% successful (based on average percentage of teachers' response).

### 5.1.3 Final Questionnaire Results

The teachers rated their success in teaching pupils relevant contents in EE at 76.3% and mentioned science, social studies and creative arts as the subjects in which they improved the pupils EE knowledge the most. Their practical activities included planting flowers and trees, compound cleaning, making compost, preparing nurseries and visiting conservation sites.

With regard to making the teaching and learning more learner-centred, 81.8% were successful and employed methods such as practicals, manual work and peer tutoring.

The positive experiences listed by the teachers concerning the club included change in attitude to waste and improved management of waste, build up of discipline and co-operation among pupils, greater ability of pupils to work on their own and activities carried over into their homes such as planting of trees.

Negative experiences included negative attitude to club and its activities by other staff members or administration, destruction of projects (e.g. pests attacking trees or unknown people uprooting planted trees), maintaining the interest of pupils, managing large numbers of club members, lack of materials (e.g. colours, bus fare for trips) and time required for activities.

All teachers pledged to continue with their club activities in term 2 and 3. They also indicated their willingness to share their experiences with other teachers in another seminar if called upon to do so.

## 5.2 Conclusion

The first official seminar was successful. Lessons learnt during the pilot seminar regarding planning and the preparation were employed. This was particularly evident in communication where contact with teachers was direct, carried out several times and finally confirmations given. Contact with the project manager was also intense with regular consultations through email.

Regarding venue and time keeping, save for the first day, teachers came in good time and the seminar was able to start just after 9:00am. By having a key to the venue during the full period of the seminar, the facilitators could open it early and be left behind planning for the following days' activities. The free and easy access to the venue provided the needed flexibility to both the teachers and facilitators.

Attendance was very good. Teachers attended all sessions and made the facilitators aware when they would be late. There were no cases of absenteeism as compared to the pilot seminar.

Participation of the teachers was very impressive in both the theory and practical sessions held. Discussions were lively and great interest could be observed. Team-work was also good among the teachers with fairly equal contribution when working in pairs representing their schools or in larger numbers combining several school teams.

The seminar content in terms of ecology and methodology of transfer to the pupils was well received. This was mainly carried out as had been done during the pilot seminar. As a result of the problems encountered during the monitoring after the Pilot seminar, it had been suggested that implementation by teachers be carried out in a different way. During the pilot phase, the teachers implementation was more formal with teachers needing to prepare lesson plans each time before they met the pupils. Implementation by the teachers after the 2004 seminar has been through existing or newly established environmental, wildlife or eco clubs. In pairs representing each school the teachers choose a project for the whole term and draw a plan of its implementation within the clubs.

Implementation through the clubs has proved more successful than the formal classes. All but one teacher carried out their projects with the pupils as had been planned (this teacher has since left the school and is no longer involved in teaching). After the pilot seminar, one teacher had also left their initial school. The same however went on to establish a successful club in their new school. Although there have been various challenges (including the paper pulp backfiring, tree seedlings dying or transplanted seedlings uprooted), the teachers have kept their commitment to the clubs. One thing however, that still remains an issue is the learning journal. In both the Pilot and the 2004 seminar, the learning journal has not been filled by the teachers properly or to the required detail. The reason for this is still not clear and would need further probing.

Nevertheless, the club setup is a better way of carrying out the implementation. The schools which had the eco and wildlife clubs have had little problems. However, the teachers with newly established clubs still need guidance in running the clubs and carrying out activities that interest the pupils. Future or follow-up seminars could thus present these possibilities. An important point mentioned by the teachers regarding the clubs and activities is also that cooperation and discipline of pupils is improved and their ability to work on their own enhanced.

It was also evident as had been with the Pilot seminar that the support of the school administrations for the club and its activities is crucial to the success of the club. This motivates both the pupils and teachers involved while priority is also given to the club in planning the school activities.

In terms of monitoring, an increase in the number of schools would have called for an increase in the number of days in a week! Most club meetings are held after classes normally from 3:10pm. Some schools meet on the same day and time thus proper scheduling will be required if more schools are to be included in future programs. Collaboration with the Municipal Education Office has also been an important boost to the program.

## 6 Prospects

After having successfully held the first official seminar, relevant experience and skill has been acquired and developed that may be used for the expansion of the program. The teachers rate the program highly due to the content and method through which knowledge is transferred- there are many practical activities. They are also motivated by the certificate which they receive upon completion.

In regard to the challenges which have been faced during the seminar, the following proposals are made:

1. In order to ensure all teachers are seen regularly the possibility of meetings for all participants e.g. bimonthly should be considered. This is also in consideration that schools (participants) may increase while resources for monitoring of the program are still limited. The first such meeting is scheduled for 18th June 2004.
2. Visits to clubs should be maintained-at least two visits per term in each school.
3. Teachers should be encouraged to form cluster groups based on proximity of schools. Such groups may organise common club activities across schools providing motivation for each other and including new schools. This and No.1 will also be useful in promoting teacher to teacher transfer.
4. The use of the learning journal or a similar alternative should be reviewed.

So far the seminar has focused on primary school teachers, however some secondary school teachers have also registered their interest in the program. Upon this background, the main challenge that may be faced is not in lack of participants or their failure to implement their proposed projects but rather inadequate funding to see to the carrying of the seminar and monitoring activities. As the program continues to expand, there will be need to review and expand the course content and/ or area of coverage to increase possibilities of collaboration with other organizations

As support from the Municipal Education Office already exists, what remains is to build a strong partnership with willing organizations that may assist in facilitation in terms of funds and infrastructure. It is also necessary to begin to plan for long term evaluation and monitoring of the impacts of the program. The present goodwill enjoyed by the program should be taken advantage of to ensure great strides are made in this initial stages.



## 7 APPENDICES

### 7.1 Program for the week

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.30	<b>Welcome Address</b> How it all began...  <b>Baobab farm (R.D. Haller)</b> History, overview, today	Animal list  <b>Excursion to the Baobab farm (R. D. Haller)</b>	<b>Relationship between animals and their environment (ZB)</b>  <b>Who eats who?</b>  <b>Feeding strategies</b>	<b>Shambas (Khamis)</b>  Fish Farming (Khamis) Compost (SA) Biogas (ZB) Tree nursery (Khamis)	<b>Summary of the week (ZB)</b>  <b>Interpreting the results of the plant experiment (ZB)</b>
11.00 – 12.30	<b>Recent research findings (KF)</b>  <b>Introduction</b> Aims, contents, schedule	<b>Nutrient cycle and plant succession (ZB)</b> <ul style="list-style-type: none"> <li>Researching the soil and its inhabitants</li> <li>Function of the nodules of the Casuarina tree (microscope)</li> </ul>	<b>Research and observation of the animal ecology within the Haller Park (animal descriptions)</b>  <b>Creating a food web</b>	<b>Shambas</b> Fish Farming Compost Biogas Tree nursery	<b>Planning a project (KF)</b>
	Lunch	Lunch at the Pavilion	Lunch	Lunch	Lunch
14.00 – 15.00	<b>Planting trees in a wasteland (ZB)</b> Plant physiology, plant nutrition	<b>Waste – problem or resource? (SA)</b> Concept of waste management for schools	<b>Excursion to Nguuni (Savanne vegetation): Comparison to the costal forest</b> <ul style="list-style-type: none"> <li>Planting a tree (Michael)</li> <li>Bird walk (Bird guide)</li> </ul>	<b>Environmental Games</b> to apply in schools	<b>Planning term one (KF)</b>
15.30-16.30	<b>Planning and realization of a plant experiment (ZB)</b>	<b>Recycling of used paper (KF)</b>	<ul style="list-style-type: none"> <li>Planting a tree (Michael)</li> <li>Bird walk (Bird guide)</li> </ul>	<b>Open Session</b>	<b>Presentation of the projects</b> <b>Conclusions, feedback, outlook</b>
	Daily feedback and learning journal	Daily feedback and learning journal	Daily feedback and learning journal	Daily feedback and learning journal	Closing ceremony

## 7.2 Application Letter

### Information about the Seminar in Environmental Education (EE)

Dear \_\_\_\_\_

Baobab Trust in collaboration with ProZim Society of Switzerland organized a teachers' seminar in Environmental Education from 8<sup>th</sup> – 12<sup>th</sup> December 2003 in Mombasa. Six teachers participated out of which five (5) fulfilled all requirements thus receiving certificates.

With the support of the Municipal Education Office Mombasa, Baobab Trust and ProZim Society will be organizing a similar seminar in December 2004. Teachers who will be chosen for this seminar (we can accept sixteen participants) will be taught by a Swiss Environmental Scientist, assisted by Kathrin Futter (who herself instructs teachers in Switzerland). The seminar will take place at Bamburi for a period of one week starting Monday 29<sup>th</sup> November until Friday 3<sup>rd</sup> December 2004 and it will be full time.

The main goals of the seminar are to:

- broaden and deepen your knowledge in the field of Environmental Education.
- gain a basis of methodology of Environmental Education.
- increase the ability to reflect on experiences and learning processes concerning the topic of EE, so that you can initiate an environmental awareness among your primary school children and introduce them to relevant topics in various subjects described in the official Kenyan Syllabus.

Successful participants will receive a certificate of attendance and upon fulfillment of requirements a certificate of merit, which they can indicate on their C.V. The seminar will be free of tuition fees (there are Swiss Teachers who donate money for the further training of their Kenyan colleagues). We won't charge you anything and in addition we shall offer you a light meal at lunchtime and soft drinks.

In order to be able to choose the most appropriate teachers we request you to fill out the attached application form and **return it to the Baobab Trust Office** (address given below) **by 21<sup>st</sup> October 2004**. Our selection will depend on your answers. Some participants in the December 2003 will also be there to share their experiences.

We are looking forward to seeing you in December!

Yours sincerely,

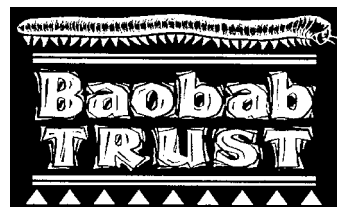
Dr. R. D. Haller

Kathrin Futter



*Partnership for Teacher  
Training between  
Switzerland and Kenya*

Supported by ProZim



P. O. Box 10587, Bamburi 80101  
Mombasa, Kenya  
Tel.: 041-5486155 Fax: 041-  
5486157  
[baob-](http://baobab-trust.org)

### Letter of application to the seminar

Dear \_\_\_\_\_

Please state your reasons for being interested in such a seminar and **return this letter to Baobab Trust by 21<sup>st</sup> October 2004** (Box 10587, Bamburi, Mombasa 80101)

Thank you very much!

Kindest regards

Dr. Rene Haller

Kathrin Futter

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### 7.3 Invitation Letter

BT/sa. ee2.11.2004

10<sup>th</sup> November 2004

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_,

**RE: INVITATION TO ATTEND TEACHERS SEMINAR IN ENVIRONMENTAL EDUCATION**

On behalf of Baobab Trust, Mombasa and the ProZim Society, Switzerland, I am pleased to inform you that you have been selected to participate in the Teachers Seminar in Environmental Education. The duration of the seminar will be five whole days and will take place from the 29<sup>th</sup> November until the 3<sup>rd</sup> December 2004.

The seminar shall bring together teachers from more than seven schools in Mombasa and shall be facilitated by trainers from Switzerland and South Africa. Participants from the December 2003 will also be present to share their experiences. We expect you on **Monday, the 29<sup>th</sup> of November at 9:00am at the Baobab Pavillion** inside Haller Park for the welcome address.

We are looking forward to interesting and exciting days with you for learning and sharing of experiences. Please confirm your participation by calling the below on 5486601 – 6 or 0722 940356.

With kind regards,

FOR AND ON BEHALF OF  
BAOBAB TRUST

**SARAH ATER**  
**ENVIRONMENTAL OFFICER**

7.4 Learning Journal Cover Page

# Learning Journal

## **Teachers' Training in Environmental Education**

**29<sup>th</sup> November – 3<sup>rd</sup> December 2004**

**Mombasa / KENYA**

## 7.5 Main Goals

The main goals of the seminar are to

- broaden and deepen the teachers' knowledge in the field of Environmental Education (1)
- help the teachers gain a basis of methodology of Environmental Education (2)
- increase the teachers' ability to reflect on experiences and learning processes concerning the topic of Environmental Education, so that they can initiate an environmental awareness among their primary school children as well as introduce them to relevant topics in various subjects in the official Kenyan Syllabus (3)

### Requirements to receive the Certificate

- Full time participation (100%)
- Active and critical contributions
- Design of a project and subsequent transfer to the clubs
- Appropriate use of the learning journal

### Learning Journal

- Write a summary of the most important information (concerning ecology) you learnt: Cues / keywords are sufficient (see goal 1)
- Think about how you could teach these topics. We show you some possibilities, but you sure have own ideas (see goal 2).
- At the end of the Seminar (Friday) you will work in small groups and you will create a project plan on one of the subjects taught and produce some scripts for the use in your clubs (see goal 3).

### Schedule

<b>November/ December 2004</b>	Seminar "Environmental Education"
<b>Term 1 2005</b>	Transfer of the knowledge and skill acquired to clubs
<b>Term 1 2005</b>	Monitoring in the clubs
<b>March 2005</b>	Certification

## 7.6 Preparation of a Teaching Unit in Environmental Education

### Step 1

First of all you have to think about the goals of your teaching unit. This is important, because you cannot cover all aspects of a huge “field” as Environmental Education in the same teaching unit.

The following list shows you some goals for your teaching unit (a goal is broader than an objective):

In general there are four types of goals in environmental education:

- **Goals leading to awareness:** The pupils should become aware of something that happens in the environment. If you want to reach a goal of this type you have to give your pupils the opportunity to make their own experience.
- **Goals producing knowledge:** The pupils acquire a basic understanding of an environmental issue. After teaching it is possible to check with a test whether the pupils have understood the issue or not.
- **Goals producing attitudes towards environmental action:** This type of goal is difficult to reach, because attitudes can't just be learned. You have to develop an attitude. If you choose a goal of this type it is often useful to have discussions about values and feelings about the issue. Other learning activities are necessary to produce the basis for a good discussion.
- **Goals striving for participation in environmental action:** In this case you normally plan concrete activities in your (school) environment. A good example of this type of goal is the planting of trees.

### Step 2

Now go ahead planning your teaching unit: Which objectives are suitable for each club lesson? Write them down!

### Step 3

Make a list about some methodologies you learnt during the seminar. Which ones could help you to reach the objectives listed in step two?

### Step 4 (after the seminar)

Create your first club lesson concerning your notes in the Learning Journal and related to the chosen objectives. Write the lesson in your Learning Journal.

From January until March 05 write every detailed lesson planning in your Learning Journal.

### Step 5 (after the seminar)

After each club lesson you taught, look back and think about how it was. Did you reach the objectives? Why? Why not? Write your considerations in the Learning Journal.

### Step 6 (in term 1 05)

We will monitor the club activities and check your Learning Journal. If all requirements are fulfilled (appropriate teaching and use of the Learning Journal) you will receive your certificate.

### 7.7 Pre-Questionnaire

Dear Teachers

Please cross the appropriate box or fill in the answers! Thank you!

Name: \_\_\_\_\_ Age: \_\_\_\_\_  
 Sex: \_\_\_\_\_ School: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_

How many years have you been teaching? \_\_\_\_\_  
 Which standards are you teaching? \_\_\_\_\_  
 Are you a trained or untrained teacher? \_\_\_\_\_  
 What kind of college did you go to? \_\_\_\_\_

1. Think about your lessons in class. Did you ever teach subjects that you think belongs to EE? What kind of subjects were this?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. If you ever taught EE, do you think you did it effectively?

absolutely <input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	not at all <input type="checkbox"/> 1
--	----------------------------	----------------------------	----------------------------	--

- a) What exactly was it (e.g. teaching method, lack of knowledge), that make you feel you taught effectively or not at all effectively?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Do you think with teaching EE (in the past or in the future) your lessons had or will have an influence on student learning?

In the past (befor the seminar):

absolutely <input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	not at all <input type="checkbox"/> 1
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Why do you think this?

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In the future (after the seminar):

absolutely <input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	not at all <input type="checkbox"/> 1
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Why do you think this?

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4. Do you think, that parents, neighbours, other children will learn something in EE from your pupils?

absolutely <input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	not at all <input type="checkbox"/> 1
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Why do you think this?

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5. What is it exactly, you think that your pupils should learn in the EE-Lessons?

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Thank you very much!



## 7.8 Post-Questionnaire

1. **Contents of the seminar:** Please look at the program and rate the two following questions for each part of the seminar (A until M)

a) To what extent did we succeed in ....

	very much				not at all
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
A Plant physiology, plant nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Realization of a plant experiment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Nutrient cycle and plant succession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Excursion to the Haller Park	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Waste – problem or resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Recycling of used paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Relationship between animals and their environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Producing animal descriptions for the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Excursion to Nguuni	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J Shambas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Environmental games to apply in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L Summary of the week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Planning a lesson unit/ a project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) How important are the different parts of the seminar for your work as teacher?

	very much				not at all
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
A Plant physiology, plant nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Realization of a plant experiment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Nutrient cycle and plant succession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Excursion to the Haller park	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Waste- problem or resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Recycling of used paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Relationship between animals and their environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Producing animal descriptions for the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Excursion to Nguuni	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J Shambas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Environmental games to apply in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L Summary of the week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M Planning a lesson unit/ project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please rate the following for the whole seminar:

a) The level of the biological inputs <b>for my work</b> as teacher was...	very im- portant					not im- portant
	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	
b) The level of the difficulty of the biological inputs <b>for myself</b> was...	very dif- ficult					not dif- ficult
	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	
c) At the moment I think that I would use my new bio- logical knowledge at school	absolu- tely					not at all
	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	

3. Which ones of the methodologies from the seminar can you apply in your classes?

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4. In future: Do you think with teaching EE your lessons will have an influence on student learning?

absolutely <input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	not at all <input type="checkbox"/> 1
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Why do you think this?

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5. Other Aspects of the Seminar: What do you think of ...

	excellent			not satisfactory	
	5	4	3	2	1
... the atmosphere during the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the location of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the timetable of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. a) Further comments: What did you benefit most from in the seminar?

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b) What did you not like in the seminar?

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7. What is your overall assessment of the course?

				needs major improvement
perfect				
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. If there will be another seminar next year: How do you think the course can be improved?

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Thank you! 😊

## 7.9 Final Questionnaire

Dear Teachers

Term 1 is over and you collected several experiences in conducting an Environmental Club. Please cross for the last time the appropriate box or fill in the answer! Thank you!

Name: \_\_\_\_\_ School: \_\_\_\_\_

1. You taught an environmental Club at your primary school. How did you succeed in achieving the following goals:

a) Teach the pupils relevant contents concerning Environmental Education:

absolutely <input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	not at all <input type="checkbox"/> 1
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Where (in which subject) do you think you improved the pupil's knowledge in EE most?

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- b) Teach the pupils more by doing or carry out things than giving them facts about things.

absolutely <input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	not at all <input type="checkbox"/> 1
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What exactly have you done with your pupils outside the classroom?

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- c) Could you carry out a learning and teaching process which was as much as possible learner-centred?

absolutely <input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	not at all <input type="checkbox"/> 1
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What have you done to teach more pupil-centred?

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2. When you look back over this term 1:

a) which are your most positive experiences concerning the Environment Club?

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b) What are your most negative experiences concerning the Environment Club?

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3. Do you continue with club lessons in term 2 and 3?

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4. If you would be asked to assist in a next seminar on environmental education held in December 05 and tell other teachers about your experiences. Would you agree?

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Thank you very much!



## 7.10 Feedback from Eco ethics International Union – Kenya Chapter

**By**  
**Violet Njambi, Outreach Programs Co-ordinator**

Eco club Patrons were very grateful to the organizers of the Teachers' Seminar in EE as it helped to make them proactive in environmental issues. The teachers were able to acquire positive attitudes that they in turn passed onto the pupils.

The Patrons of Desliz and Sacred Heart Primary initiated waste recycling projects in their schools and have been successful despite the challenges involved in running extra curricula activities. The head teachers of the two schools were also very supportive and this led to improved working relationship between the Patrons and the School administration.

Apart from the waste recycling, Eco club members have been involved in tree planting, cleanups, environmental tours, lectures, video shows and debates. The pupils have also transferred this knowledge to their homes by becoming responsible managers of their waste and conducting beautification ventures around their homes. Besides, the students have been able to learn the negative impacts of resource depletion.

A summary is given below in tabular form:

<b>School</b>	<b>Activity</b>	<b>Output</b>
Sacred Heart Primary	1. Beautification venture 2. Waste recycling	<ul style="list-style-type: none"> <li>• Greater awareness in proper waste management</li> <li>• Changed attitude towards conservation</li> </ul>
Desliz Primary	1. Waste recycling 2. Tree planting 3. Compost manure	<ul style="list-style-type: none"> <li>• Creation of good working relationship with administration</li> <li>• Increased EE knowledge reflected in Science and Art work</li> </ul>

## 7.11 Graduation Speech from Municipal Education Office

**By**

**Abdirahman Mohammed, Quality Assurance and Standards Officer**

On behalf of the Municipal Education Office, I wish to congratulate all teachers who will receive their certificates today. The Education office is committed to ensuring the complete development of both teachers and pupils by encouraging both co-curricula and extra-curricula activities such as those involving Environmental Education.

Care and protection of the environment is a universal religious obligation regardless of whichever affiliation. Living in harmony with the environment is vital for the well being of mankind.

The Education office fully supports those programs and activities carried out and encourages both public and private schools to be involved. That Environmental Education is currently incorporated in the changing syllabus and is included in the Social sciences shows how important it is considered.

As the programs has picked up well it is essential that the organizers strategise on how to expand and reach more schools. To the teachers, receiving your certificates should not mark the end of your activities but instead greater commitment to environmental conservation.

I am grateful to Baobab Trust for this training opportunity for the teachers and to Pro-Zim Society for providing the sponsorship. I hope that more teachers will continue to benefit from the same.



## 7.12 Vote of Thanks from ProZim Society

**By**  
**Kathrin Futter, President**

On behalf of ProZim Society I wish to convey my gratitude to all the participants who have gathered here today for the certification ceremony. First of all, **CONGRATULATIONS** to all teachers who have on this day received certificates after fulfilling all requirements. It is my sincere hope that this certification will not mark the end of your club activities but instead be a great motivator to be a true Environmental Educator by example and way of life. I hope that you will continue to meet regularly to share experiences and ideas.

I am very grateful to the Municipal Education Office for their support right from the initial stages of organizing the 2004 seminar until now. Your partnership has been very vital in strengthening of the program. I am grateful also to all collaborating institutions- Ecoethics International and Wildlife Clubs who have given support to the Patrons heading clubs. I must also thank all school head teachers represented here for giving the Patrons the much needed support and space to run the clubs.

I am equally appreciative to Baobab Trust for hosting the program locally and providing support and infrastructure to ensure its success. I am thankful to Bamburi Primary School staff and pupils for hosting us today. To everyone who played a role, **THANK YOU** very much.

