



Participatory environment education and training for sustainable agriculture

Best practices in institutional partnership, peer learning and networking





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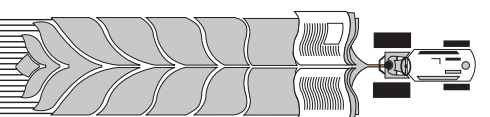
Editors

**Tim L. Wentling
Ronny Adhikarya
Chye-Hean Teoh**

Prepared under the guidance and sponsorship of the

**Extension, Education and Communication Service,
Research, Extension and Training Division**

Food and Agriculture Organization of the United Nations
Rome, 2001



Foreword

One of the important concerns of the United Nations Conference on Environment and Development (UNCED), held in 1992 in Rio de Janeiro, was environmental education and this is reflected in the UNCED programme of action, commonly known as Agenda 21, which includes a chapter on Education, Public Awareness and Training. This book is one of the contributions of FAO to the general theme of environment education for sustainable development and reflects the efforts of FAO in strategically integrating environment and sustainable development themes into the agricultural extension, education and training programmes.

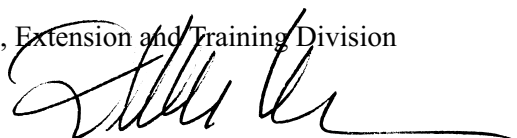
Environmental Education has a long history. UNESCO and UNEP have had a joint Environment Education Programme since the 1970s. However, in the specific field of agricultural and rural development, environment education as it is known today is a more recent development. In following up on Agenda 21, FAO recognized that millions of farm people are at the forefront in the struggle for environmentally sound natural resources management for sustainable productivity, survival and development. Given the newness and complexity of the environment education message, the question arises as to who can teach these farm people realistically and cost-effectively. Governments and societies cannot afford to have special environment education for farm people, however FAO studies have shown that there are more than 600,000 agricultural extension workers constantly working with farm people, who could undertake this task if properly trained.

This book describes FAO's pioneer experiences in studying the most effective way of integrating environment education into agricultural extension and training programmes and in stimulating environment education in agriculture. Edited by Tim Wentling, Ronny Adhikarya and Chye-Hean Teoh, the book was written by 18 authors based on their actual work experience in participatory environment education in their respective country projects.

In the four sections of the book, readers will be progressively taken through the latest thinking on mainstreaming environment education into agricultural education, to experiences and lessons learnt in the application of concepts and methods.

Finally, I would like to pay tribute to Dr. Tito E. Contado, former Chief of the Extension, Education and Communication Service of FAO, under whose leadership and insightful guidance this publication was coordinated.

Dietrich E. Leihner
Director
Research, Extension and Training Division



Preface

This publication is intended to document the experiences of a network of professionals as they pursued the concept of environment protection through education and training of personnel in the agriculture sector. Members of this network, mainly master trainers from eight institutions in six countries, engaged in participatory curriculum development, testing and implementation of a systematic form of education and training that fitted their particular situation. Trainers from the eight lead institutions implemented environment education training (EET) programmes in their respective countries with financial and technical support from FAO. These EET network members succeeded in acquiring additional support from their governments and/or agencies. Significant personal contributions of time and effort were made by each network member that went far beyond what was supported financially by any agency.

This publication is intended to share the successes and problems encountered in this effort. The activities will be summarized from both macro and micro levels. Thus, the book will include concepts and procedures that were used to design and implement the EET activities and the standardized dimensions of the efforts. Each EET programme will be described in detail. These descriptions are intended to provide a base upon which other professionals can build. Those who pursue next level design and implementation of EET activities within their countries can learn from the early experiences. Those in other agencies and/or countries who are interested in initiating EET activities can learn from the successes and mistakes of the eight EET programmes reported in this book. Additionally, agencies and countries interested in implementing education and training interventions in areas other than in EET can benefit from the EET process, strategies, methods, results and experiences.

Gratitude is due to the authors for the work on their projects and for their time and effort in writing for this publication. The commitment of these professionals to the environment and to their professions is deeply felt.

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