

EDUCATION FOR SUSTAINABLE DEVELOPMENT: A LONG-TERM STRATEGY  
FOR FAMINE PREVENTION IN ETHIOPIA

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INTRODUCTION

In 1985, as part of a multi-faceted and regionally-diverse response to the headline-evoking famine of 1984, a pilot programme in environmental education was initiated in the highland region of Welo in northern Ethiopia. By March 1990 the programme was operating in 55 schools and adult education centres and it had been extended to parts of the neighbouring administrative region of Shoa. The short-term aim of the Environmental Educational Programme (EEP) is community-based practical action to conserve soils and halt environmental degradation. In the longer-term the programme hopes to change the values and attitudes that underpin productive behaviour and to disseminate the concept of sustainable development.

The purpose of this paper is to analyse the values and assumptions on which the EEP is based. By exploring the origins and content of the programme I hope to clarify the