

MOI UNIVERSITY REGULAR EXAMINATION FOR THE 2020/2021 ACADEMIC YEAR  
FOURTH YEAR, FIRST SEMESTER EXAMINATION FOR THE DEGREE OF BED (ARTS),  
BED (SCIENCE), EDG, EDN, TED AND BAE.

COURSE CODE: EMP 410

COURSE TITLE: ENVIRONMENTAL EDUCATION

TIME: 3 HOURS

INSTRUCTIONS TO CANDIDATES:

- Answers ALL questions in Section A and any TWO questions from Section B in the examination answer booklet provided

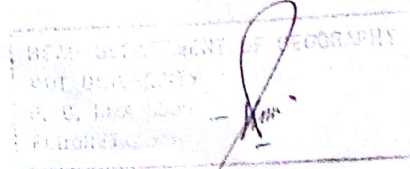
SECTION A

Read case ONE and TWO carefully and answer the questions that follow:

Q1. CASE ONE

Since the first case of the novel coronavirus (COVID-19) was announced in Kenya, many aspects of the education sector have been dramatically affected. On March 15<sup>th</sup>, 2020, the Kenyan government Cabinet Secretary for education Prof. George Magoha announced that all learning institutions countrywide be closed to contain the spread of the virus. Universities were forced to turn to online learning to ensure students finish their courses on time, but preparedness varied from one institution to the next. For instance, not all lecturers had been trained and those who had were waiting for directions on how to proceed. Further, the transition to online learning was likely to be easier for both lecturers and students in the social sciences, humanities and business disciplines compared to those in sciences. Besides, the authorities needed to be flexible and ready to adapt to situations to ensure the safety of students and staff. Due to the evolving situation and the mutating signs of the coronavirus, testing the learners and staff for the virus would have been necessary, with those found sick quarantined at home or at designated health facilities until full recovery. The authorities must ensure that there is an elaborate and solid plan on occupational safety and health assessment for all universities by safety experts from the Directorate of Occupational Safety and Health. There should also be periodic risk assessment based on the World Health Organization (WHO) guidelines.

- (a) Discuss, using relevant examples, the hierarchy of occupational hazard controls in learning institutions in the wake of COVID-19 pandemic (10 marks)
- (b) Explain any 5 (five) challenges facing effective learning of environmental education in the wake of COVID-19 pandemic. (5 marks)



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Elimination  
substitution  
Engineering  
control

**Q2. CASE TWO**

The United Nations 2030 Agenda for Sustainable Development with its 17 Sustainable Development Goals and 169 targets aspires to ensure prosperity and well-being of all people by 2030 while protecting the planet. In pursuit of this objective, the Kenyan government places great emphasis in achievement of the Sustainable Development Goals as a panacea for attaining a balanced socioeconomic development. In her 2019 progress report, the government reiterated her commitment to the achievement of the SDGs and would spare no effort to ensure that SDGs that are lagging behind were all fast tracked. While recognizing the collaboration and progress made in the achievement of the SDGs, the government reaffirmed her commitment to working with all stakeholders to ensure efforts are enhanced during the decade of action to ensure that no one is left behind.

- (a) While citing relevant examples, discuss how you can actualize the dimensions (pillars) of sustainable development in an educational institution. **(10 marks)**
- (b) Explain 5 (five) main ecosystem management challenges that have hindered sustainable restoration in the management of major water towers in Kenya. **(5marks)**

**SECTION B**

Q3 (a) Discuss (with illustration) the greenhouse effect phenomenon highlighting the role played by anthropogenic activities **(11 marks)**

(b) Based on the nature of economy, the environment has been categorized into three colours. Explain this statement. **(9 marks)**

Q4 (a) The principles of environmental management operate either as "soft law" or "hard law" acting as an anchor of sustainable development. In view of this, briefly explain any 4 (four) of these principles. **(12 marks)**

(b) Briefly discuss the impact of human population on coastal and marine environments. **(8 marks)**

Q5 (a) Anthropogenic activities do not affect stratospheric ozone layer depletion and stratospheric ozone layer depletion does not affect human beings. Discuss **(14 marks)**

(b) Briefly explain how as an educator you can employ active learning of environmental education **(6 marks)**

Q6) Write notes on the history of environmental education. **(20 marks)**

**THE END**

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