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# Articles

## Environmental Education and the 'inclusion' approach to formal education

*William Maila*

### Introduction

The term 'inclusion' in education refers to an integrated system of education for all learners irrespective of whether they have certain barriers or not. Stated differently, it is called the 'inclusion approach towards formal education' (MEDEO3-R, 1998) because it means that formal education is now charged with the responsibility to ensure that learners with barriers are also accommodated in regular schools.

This approach commits all learners, irrespective of whatever barriers, to some form of education. This is a constitutional right of all learners in South Africa, as stated in the Constitution's Bill of Rights (SA, 1996 Section 29.1.a). Needless to say that with environmental problems increasing at such an alarming rate, all South Africans, young and old need to care about/for and utilize the environment in a sustainable manner so that the needs of the present and future generations are not compromised (Yeld, 1997).

### Rationale

One of the goals of the Reconstruction and Development Programme (RDP) of South Africa (SA, 1994) is to:

increase environmental consciousness among our youth, to

coordinate environmental education policy at all levels, and to empower communities to act on environmental issues and to promote an environmental ethic.



The goals of the RDP are clearly seen in the White Paper on Education and Training (SA, 1995) because this document indicates educational policy that aims at engaging learners and communities to learn about, and take environmental action at all levels and programmes of the education system. Thus, the following statement is important for all educators and learners, namely that:

Environmental Education, involving an interdisciplinary, integrated and active approach to learning, must be a vital element of all levels and programmes of the education and training system, in order to create environmentally literate and active citizens and ensure that all South Africans, present

and future, enjoy a decent quality of life through the sustainable use of resources.

The Constitution of South Africa in its Bill of Rights (SA, 1996) also points out the necessity of an environment which is safe and healthy and has its resources protected and used in a sustainable way so that the environmental quality of life of future generations is not compromised. The following statements indicate that every person in South Africa, young and old, disabled or able-bodied, has rights to:

- (a) an environment that is not harmful to their health or well being; and
- (b) have the environment protected, for the benefit of present and future generations, through reasonable legislative and other measures;
- (c) prevent pollution and ecological degradation;
- (d) promote conservation;
- (e) secure ecologically sustainable development and the use of natural resources while promoting justifiable economic and social development (SA, 1996).

These are some of the policies that advocate for the implementation of environmental education in South Africa. It is therefore the obligation of formal education to ensure that all learners in South Africa contribute to the care and wise utilisation of natural resources. Learners with barriers can also add value to this vital goal.

**Perceptions of people with barriers about ‘inclusion’ and ‘exclusion’ in education**

Inclusion also refers to blind, deaf, intellectually and / or physically challenged people being considered in the planning and implementation of environmental programmes and facilities (Eco-Access, September 1997). This simply means that people with barriers want to be included and involved in decisions that concern them and able-bodied people.

They do not want to be segregated. They are totally against ‘traditional design’ as this strategy is based on ‘average needs’ and, therefore, perceives it as a plan designed to exclude them from ‘universal design’ which, means designing for the real needs of everyone in a community without discriminating against (Eco-Access, September 1997).

Learners are therefore not to be discriminated against because of their barriers of which they had no control of. Though they might experience some form of learning break down as a result of differences in learning style, pace concentration level, etc. (MEDEO3-R, 1998). These learners must not be excluded from participating in the regular schooling programme. The Curriculum 2005 education

system is specifically aimed at enabling all learners to access learning by focusing on outcomes and learners are permitted to learn at their own pace because the outcomes and the learning process are now essential (Lotz *et al*, 1998).

**Upgrading regular schools and resources for all learners**

Regular schools will have to upgrade their facilities and resources in order to meet adequately and appropriately the challenges of mainstreaming (which is the process of including learners with barriers in regular schools). Making these schools accessible to learners with barriers will be a learning process that will enable able-bodied persons and learners break down their stereotypes. Discriminatory attitudes will be discouraged through this process.

Some of the immediate upgrading of the regular schools’ facilities will have to include the building of ramps, the installation of appropriate toilet seats and holding rails close to the toilet seats. The next step will be to ensure that all new schools to be built must be sensitive to the needs of all learners. Resource materials like visual aids, will have to be budgeted for by the relevant sections of the Education Department. Learners with barriers also need to be catered for by the South African Government just like all the learners.

**Is the ‘inclusion’ approach towards formal education appropriate for all children with barriers?**

The answer to this question is no. Not all children need to be mainstreamed for their education. Some of these learners will not benefit educationally in formal schooling. Their nature of barriers might be so severe that they are

compelled to be accommodated in special places built for them. However, what is probably not acceptable, is to see all learners with some kind of barrier, mild or severe, housed together. Thus, excluding and denying a vital opportunity of education to even those learners who might benefit from formal education. Learners must therefore be correctly placed in special centres and schools must open their doors to all learners. The only criteria to use in accepting a learner into the school is whether that learner is severely blind, deaf or intellectually challenged and needs special attention.

**Implications for education regarding environmental learning and learners with barriers**

Formal education needs to gear itself towards making inclusion a reality for all South African learners. Coupled with this ideal is the realisation of environmental learning in formal schooling for all learners. It is therefore, imperative that environmental learning programmes provided by the schools should be easily accessed so that all learners can then take appropriate environmental action in their local communities.

Learners with barriers need to be strongly encouraged and motivated to learn about the environment. In order for them to participate confidently and with zeal in class, more opportunities should be created for them, so that they increase their environmental knowledge and community problem-solving skills.



The environmental educators must know the variety of special needs for all learners in all age groups or all learning phases. This will enable them to develop programmes which are suitable for each learner's barrier and learner's age, thus ensuring that with barriers learners participate with confidence and enthusiasm in environmental learning.

**Some factors to be considered when integrating environmental education learning topics or themes / issues into the curriculum of learners with special educational needs**

The following factors should be considered when integrating environmental education learning activities into the curriculum of learners with special educational needs:

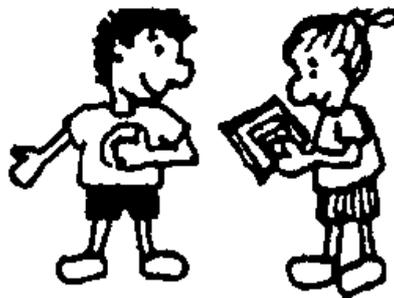
**● Careful long term planning**

Environmental learning for these learners should not only focus on the immediate term planning, but should also be based on long term planning, thus ensuring that all learners have access to learning experiences embodied in their immediate and distant environment and encouraging the learners to learn at their own pace. For example, environmental learning programmes in Outcomes-Based Education (OBE) should be developed in such a way that the learners are assisted and motivated to acquire competences and skills set out in the cross field outcomes.

**● Accessibility of facilities**

The Education and Training Department is expected to initiate the process of and implement inclusion in formal education. This obligation is reiterated by the general objectives of protecting

vulnerable groups (UNCED, Agenda 21, 1992) which are "to ensure that all such individuals should be allowed to develop to their full potential (including health, physical, mental and spiritual development). Besides women and children, persons with barriers are vulnerable. It is therefore essential that educational facilities and resources are upgraded so that they become accessible to learners with special educational needs.



**● Teaching and learning strategies**

A variety of teaching strategies is necessary in order to meet the range of needs of learners with disabilities and learning difficulties (MEDEO3-R, 1998). Specific facts to note in this regard are that:

- the educator must know the problems of individual learners
- the educator might have to adjust or adapt the instructional procedures and methods
- the actual learning activity might require restructuring or alternative experiences provided
- intervention strategies are vital for learners with special education needs.

**● Content teaching and learning**

The content should be the same for all learners, that is, for able-

bodied learners and disabled learners. By so doing all the learners will be afforded, through this process an opportunity to apply their knowledge, understanding, skills and values to actively participate in maintaining and improving the quality of the environment, thus, contributing to the development of a world environmental ethic.

**● Special aids (visuals)**

These visuals which are special for learners with disabilities are used to assist learners to learn as best as they can, thus these aids are essential also in environmental learning. Some of these visuals are audio-visuals (for hearing impaired and blind learners), braille (for the blind learners), and videos, slides, films, etc. Commentary should be comprehensive to enable the visually impaired to follow and understand learning. Instructional aids for other disabilities should also be made available to all learners who need them, so that they can actively participate as best as they can in their learning.

**● Variation of disabilities in grades**

Learners with mild or moderate intellectual disabilities require that they be enabled to access more structured teaching strategies and instructional methods. On the other hand, learners who are severely disabled, either physically, visually, intellectually or have multiple impairments, are to be catered for in special learning centres, so that they can be assisted by well trained professional.

It is also important to note the grades of the learners and provide or develop learning programmes that are appropriate for them. Environmental learning progra-



mmes for learners with disabilities should be graded in such a way that the interest of the learner in actively participating in the learning, is not discouraged.

### Conclusion

The statutory laws that enabled the Education and Training Department to be able to formulate policies that seek to redress all the shortcomings of the apartheid era education system (see Rationale) are a step towards the right direction. However, there is still much to be done now that these policies are in place. They must be implemented with the zeal and enthusiasm that brought them to existence. So far, schools have not done much in this regard.

Perhaps, the Education officials should bring in more stakeholders to assist in speeding up this process. Necessary resources should be made available for the implementation of the 'inclusion' approach towards formal education so that all learners in South Africa are accorded the opportunities that they rightfully deserve.

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# A water week celebration with a difference

Avril Owens

Professor Kader Asmal, Minister of Education, wrote in the Department of Education's ENVIRO days' booklet that "Schools can contribute to making the environment everybody's business by being active learning environments. Active learning in a healthy environment starts with a sound school infrastructure. Starting with Enviro day events and activities, schools and learners can move to action to address and report on the many problems and inconsistencies in our communities". Delta Park and the Braamfontein Spruit (in Johannesburg) was certainly an "active learning environment" during Water Week 2001.

Observing an environmental day is often a ceremony rather than a celebration. However, the culmination of Rand Water's Water Week Celebrations on Friday 23 March at Delta Environmental Centre was a wonderful example of a dynamic celebration, encouraging all to be Water Wise. Four hundred learners and teachers from eight different schools were invited to participate in the Water Fun Fair.

Since one of the major problems faced in South Africa is the deteriorating water quality of rivers, the day began with a clean-up of sections of the Braamfontein Spruit.

Bright and early (8am), the learners and teachers met staff-members from Rand Water and Delta Environmental Centre at their designated stretch of the spruit.

The weather was overcast, with an occasional bit of drizzle to remind everyone what was being celebrated! This did nothing to dampen the spirits of enthusiastic learners, who, provided with rubber gloves and rubbish bags, set off to see which group could pick up the most litter. A prize was offered to the picker-up of the most unusual piece of waste. This was a microchip.



*Physical skills being tested in the Water Wise hoopla game*

The clean-up lasted for an hour, after which the grubby, weary, but triumphant learners made their way to Delta Environmental Centre where they had a chance to wash, have a bite to eat and catch their breath before the water fair began.

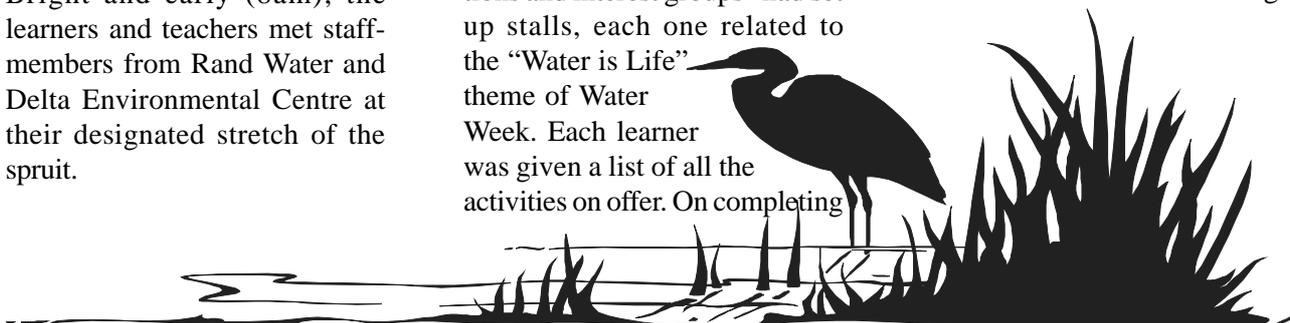
Under the trees at Delta Park, Delta Environmental Centre, Rand Water, all participating schools<sup>1</sup>, many other organisations and interest groups<sup>2</sup> had set up stalls, each one related to the "Water is Life" theme of Water Week. Each learner was given a list of all the activities on offer. On completing

an activity, the list was stamped, and the first 20 learners to have the entire list completed and stamped received prizes.

The result was a morning of "O.B.E. in action" with stallholders and learners sharing knowledge, skills and ideas in a buzz of activity and fun.

Working out the amount of water saved by fitting a dual flush toilet drew out the numeracy skills of learners – also the amount of energy needed to carry buckets of water from point to point! Puzzles and quizzes enabled all to hone their problem-solving and Language, Literacy and Communication skills. Painting with bubbles brought out the artist in learners and encouraged them to make personal pledges to respect water.

A colourful, lively long poster was created, where learners drew pictures, wrote messages and graffiti and generally expressed their own perceptions about water. Matching the beaks and feet of various water birds called on natural science skills, as did examining under a microscope the minute forms of life found in water. A wetland scene was set up, and various animals had to be placed in the appropriate habitat. Learners were challenged to see if they could taste the difference between mineral water and tap water in a "blind" taste challenge.



A game of water wise hoopla tested learners' physical skills, with points subtracted for unwise water usage.



*Creating a colourful, lively Water Wise poster*

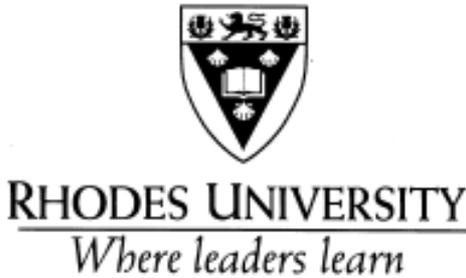
After two hours of informative fun and frenzy, prizes were awarded, the Water Wise message was passed on, and pledge forms were given to all learners. Teachers and learners were much more knowledgeable about the water problems we face in our future and are now better equipped to be part of the solution.

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**Footnotes**

<sup>1</sup> De La Salle, The King's School, Parkhurst Primary, Blairgowrie Primary, Tiyang Higher Primary School, Tsweleng Higher Primary School, Tsumbedzo Primary, Greenside Primary.

<sup>2</sup> Cydna Laboratories, Pick'n Pay, Plastics Federation, Soul Foundation, Grootvaly / Blesbokspruit Wetland Centre, Wildlife and Environment Society of South Africa.



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For further details and an admission form contact:  
Ingrid Timmermans, Department of Education, Rhodes University, Grahamstown  
Tel: +27-46-603 8389, Fax: +27-46-636 1495,  
E-mail: Ingrid@ru.ac.za

**Closing date for registration: 20 October 2001**



## Should environmental education practitioners concern themselves with 'purely social' issues?

*Alistair Chadwick*

At present, HIV/AIDS is undoubtedly one of the most serious issues, social or otherwise, facing communities in Southern Africa. A small number of resource materials focusing on HIV/AIDS has been produced, especially for use within formal education settings. Two that I am aware of, include a small book (The AIDS Healers) produced in South Africa by Share-net, and the other by Zimbabwe's Action Magazine. Interestingly, neither Share-Net nor Action Magazine appear to have printed or produced any other materials with what might be viewed as a 'purely social' issue focus, i.e. an issue that has very little, if any, impact upon the natural or biophysical environment. HIV/AIDS is, I believe, a pressing environmental issue, with causes and effects within the political, economic and social dimensions of the environment. It seems that both Share-Net and Action Magazine, as well as a number of other organisations and individuals, would concur on this point.

The question that this begs is why should HIV/AIDS, with very few biophysical consequences find a place within environmental education (EE) resource materials when other 'purely social' issues do not? Are other social issues not believed to be important enough to warrant materials for use in the formal or other education sectors? I do not believe that there is anyone who would answer 'yes' to this. In this regard, one has only to think of

such pressing issues as:

- Unemployment and under-employment
- Theft and criminality
- Poor housing and inadequate shelter
- Gender inequality
- Child abuse, (including AIDS orphans and street children)
- Domestic violence, family disintegration and social disruption
- Alcoholism and drug abuse
- Racism, sexism and other, often oppressive, prejudices
- Cultural and religious intolerance/misunderstanding
- Unethical business practices (and transnational corporations)
- Human rights disregarded
- Overcrowding in rural and urban areas
- Over-consumption and wasteful consumption (and planned obsolescence)
- Growing urban slums
- Household food insecurity and poor nutrition
- Illiteracy



Most of these issues have very little direct impact on our biophysical surroundings, yet they are all extremely pressing, affecting literally millions of people living in South Africa and

many millions more within the Southern African region. These issues, like HIV/AIDS, are environmental I believe, having their roots in the political, social and economic environments, while also having serious consequences in these environmental dimensions. All of these issues have resulted, and continue to result, in untold misery and suffering for individuals (young and old), local communities and, I don't hesitate to say, entire nations.

In essence, the pressing issues listed above have a marked negative impact on the ability of millions of people to function as caring, tolerant and loving human beings. For example, how loving of one's fellow (wo)man will a young person be, when he/she is a victim of regular physical abuse? And how much tolerance can one feel for the actions or cultures or religious beliefs of others when one has been a regular victim of racist remarks or petty crime?

I am sure most will agree that before caring and peaceful communities can become a reality, much attention will need to be directed at the above issues. Their persistence clearly indicates an unsustainable society. And this fact, that Southern African society includes many people who are unhappy, marginalised, abused and, in general, leading poor quality lives indicates that any development that occurs in our region can never be sustaining or sustainable.



Yet it is a healthy, sustainable society that is one of the primary goals of the EE processes with which most of us are involved.

Why then are so few resources available with a focus on these 'purely social' issues? Why, in general, is so little attention given to these issues when there are so few of us who are enjoying sustainable lives? I believe that it is high time environmental education practitioners look a little closer at their surroundings and include within their EE programmes, projects, activities and processes a focus on the other pressing issues of our time: those not directly linked to the

natural resources but impacting, most assuredly, upon our ability to live sustainably.

I believe that, in practice, an active learning framework can provide many meaningful opportunities for the involvement of learners, children and adults in finding out about these issues; in sharing relevant information and experiences; in exploring these issues as they occur in their local environments; in taking action to solve these problems; and in reporting on the outcomes and/or findings that result. There is no longer any excuse for concerning oneself with only those issues which have a direct

influence on the health of the biophysical environment.

If you are involved in, or would like to become involved in, the development of resource materials or courses that have an explicit focus on the social environment, then I would love to hear from you.

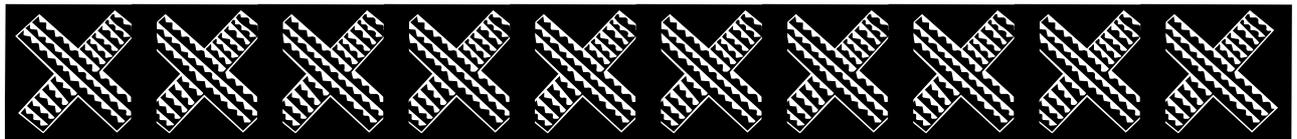
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## Attachment Programme

This is a ten days programme training programme in environmental education which includes an environmental educators course, with additional time devoted to:

- Environmental Education Theory and readings,
- Resource/curriculum/programme development or adaptation.

This is an opportunity for professionals to share their work and to develop resources or programmes. Individual support and particular attention to theoretical concerns will be available during the programme. This forms part of the SADC Regional EE Programme where EE practitioners from the SADC member states visit the Regional EE Centre to share their experiences with and learn from the EE Centre staff and each other.

A specific function of this training option will be to equip participants to offer similar training in their respective countries. This programme is offered in Botswana, South Africa and Zimbabwe.

Dates for 2002: 12-21 February; 9-18 July; 8-17 October and one date associated with the EEASA Conference in 2002.

For further details and an application form contact:  
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# The Blue Flag Campaign - South Africa

*Bridget Ringdahl*

In mid October this year South Africa will be the first country outside of Europe to launch six Blue Flag beaches. The campaign was initiated in Europe almost 14 years ago with the aim of bringing together tourism and environment sectors at local, regional and national level in 21 European countries. Now, more than 2 400 beaches and marinas in Europe are participating in the Programme.

After two years of investigating the feasibility and relevance of the campaign, Blue Flags will now be awarded to five of the eight 'pilot beaches' along the east coast of South Africa - Ballito, Durban, Margate, Plettenberg Bay and Port Elizabeth. The first of these flags will be raised at an official launch by Minister of Environmental Affairs and Tourism, Mr Valli Moosa on the 19 October on Durban's South beach.

The Wildlife and Environment Society of South Africa (WESSA) is implementing the campaign in collaboration with the Department of Environment and Tourism (DEAT), through a coastal management project called CoastCARE and the Foundation of Environmental Education (FEE).

So, what is the Blue Flag Campaign? Blue Flag is a respected international eco-label awarded to beaches and marinas where environmental protection is a high priority and site



management and information encourages care for the environment. The campaign was implemented in Denmark by the Foundation of European Environmental Education (FEEE) which recently has become a global organisation by changing from FEEE to FEE (Foundation for Environmental Education). This was largely due to the fact that many organisations and authorities outside Europe, one being South Africa, made applications to FEE with wishes for co-operation on spreading the Blue Flag Campaign to non-European countries. Countries in South East Asia and many countries in the Caribbean are also presently co-ordinating the implementation of Blue Flag Pilot projects, while organisations in USA, Canada and Egypt have expressed interest in partaking in the initiative.

From an organisational point of view the campaign involves the close co-operation with national

authorities, such as Ministries of the Environment, Health and Tourism. In addition, a number of other national non-governmental organisations are encouraged to become involved, such as nature conservation groups, consumer protection organisations, educational bodies, life-saving institutions and most importantly the local community.

In order for a beach to qualify for a Blue Flag, a number of criteria pertaining to good environmental management, water quality, environmental education, safety and health have to be fulfilled. Principally the campaign aims:

- ⌘ to ensure and advertise clean and safe beaches and marinas for the public;
- ⌘ to educate local authorities, private tourism operations and the public about the need and the means to protect the environment, in particular coastal and lacustrine environments;





# BLUE FLAG CAMPAIGN



- ⌘ to create a basis for voluntary environmental action in communities;
- ⌘ to bring about co-operation between the sectors of tourism, environment and education at local, regional and national levels.

The spin – offs and benefits are many and multi-fold. Some of the diverse examples include the following:

- ⌘ tourism draw card with resultant financial spin-offs for city, town or beach;
- ⌘ improved awareness of the coastal zone and what pristine beaches can do for tourism and national pride;
- ⌘ promotion of one of South Africa’s most attractive assets;
- ⌘ education of the local community, children and beach users.
- ⌘ to create job opportunities;
- ⌘ to bring about human resource development and capacity building;
- ⌘ to ensure sustainable development and utilisation of resources;
- ⌘ networking with other local authorities brings new ideas and helps to put matters in perspective;
- ⌘ brings awareness of just how good our beaches are in comparison to those overseas;
- ⌘ forms a bridge of communication between scientists and other role players;

- ⌘ it is an environmental management system with more emphasis on the individual beach;
- ⌘ more money to town;
- ⌘ clean up of beach areas;
- ⌘ safe beach;
- ⌘ less pollution;
- ⌘ promote your town/area;
- ⌘ upgrading of all other beach facilities.

It is therefore apparent that by encouraging key beaches to partake in the Blue Flag campaign the opportunities from an environmental, educational, tourist and economic perspective can be enhanced and improved.



Further, the relevance of Blue Flag in South Africa is also supported by a number of objectives outlined in the White Paper for Sustainable Coastal Development which presents a coastal policy. It seeks to ensure that coastal development in South Africa is equitable, sustainable and optimises the use of the country’s valuable coastal assets by:

- ⌘ promoting optimum awareness of the coastal zone;
- ⌘ playing a role in the exchange of information;
- ⌘ facilitating the education of communities that live along the coast; and
- ⌘ forming a bridge of communication between scientists and other role players.

Blue Flag in turn supports the White Paper in that it offers practical ways of implementing many of the policy objectives.

It is hoped with the launch of Blue Flag in South Africa other African countries will be inspired and encouraged to join in the campaign and raise Blue Flags in support of protecting the continents spectacular coastline.

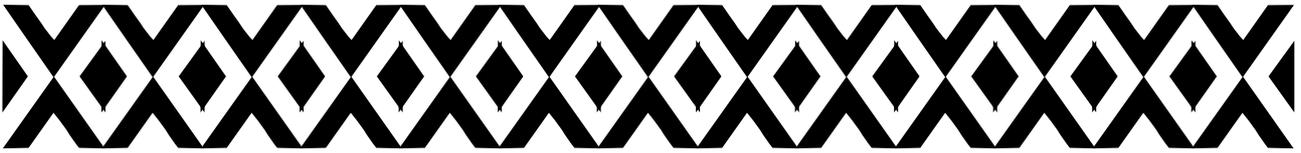
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**For more information visit the Blue Flag web site:**

**[www.blueflag.org](http://www.blueflag.org)**





## Surviving the programme

Nadia Gunter

I am an environmental education officer at the Potberg Environmental Education Centre – I take school groups out into nature and teach them about the environment. Sounds easy enough. During the three years of presenting environmental awareness programmes, I have found that a child's mind is equipped to test the ultimate patience of an adult. They will come across as innocent and interested in everything you have to say. Beware! You are about to be ambushed by the following popular techniques used by all children on adults:

### *The Sidetrack*

My work involves discussing the ecological systems and components within the natural environment. The goal is to encourage the group to participate in a discussion about these components and to ask questions when something is not understood. The sidetrack comes in when a question is asked specifically to distract you from your current train of thought. An example would be a question like “Why are those rocks orange?” while you are discussing the fragile status of the fynbos kingdom in the world. Not that the question isn't important – it is just extremely bad timed. So, after you have automatically answered the sidetrack, you frantically scabble for the idea you were trying to lead the group toward.

### *The Slow Pace*

Hiking trails of an average of 6km are included in the environmental education programme. I have

noticed that today's children prefer mall-creeping to hiking. When coming across something of interest such as a dung beetle, one has to wait for the whole group (average of 20 children) to gather before discussing the beetle's life history. The slow pace tends to be carried out by approximately three children who will refuse to walk anything faster than a snail's pace, no matter how many times you suggest they keep up with the group. By then, the initial excitement and interest in the bug has waned and the moment is gone.

### *The Fast Pace*

This technique is similar to the slow pace in that anything interesting is missed due to the hurried pace set by about five children. Their reasoning is that the sooner the trail is done, the sooner they can go to sleep.

### *The Clown*

There is one in every school group. While you are trying to explain the dangers of exotic plants and animals within the country, the clown will be distracting the group with wisecracks. I have come to the opinion that the clown is jealous of the attention given to the guide and will therefore try almost anything to regain that attention.

I have come up with some defences that tend to work quite well against the above-mentioned ambushes.

- Answer only relevant questions to the discussion concerned; non-relevant

questions can be answered afterwards.

- Speak to the slow/fast pacers on the side, warning them that they are disrupting the programme. Then concentrate on those that are interested. I assure you that once the party-poopers realise they are missing out, they will keep up with the group soon enough.
- Put the clown in his place by using wit. Some light embarrassment will make him rethink about competing for attention.
- Test their patience. Answer questions such as “How long is the trail?” with “Long enough” and “How much further?” with “Just around the corner”.
- Most importantly, always be relaxed and flexible. Do not act the drill sergeant but do lay down some basic rules.
- Have fun!

I enjoy my work even though there are days when I wonder what I was thinking at the time I applied for this post. Nevertheless, I find that children are far easier to work with, as they are honest and challenging. I have also learned how to survive the programme with my sanity intact.

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# Farm worker workshops - worthwhile?

Janis O'Grady

## Introduction

The first step is to ask four very pertinent questions:

1. WHY are we doing farm worker workshops?
2. WHAT is the problem?
3. CAN we evaluate our progress – HOW are we doing?
4. WHAT are the socio-economic issues that challenge our successes/failures with these workshops?

The problem as I see it is that a) cranes are still dying on farms: they are being poisoned, killed for food, taken out of the wild for food or pets, exploited for fun; b) there is still a huge lack of knowledge about cranes in general and why this particular bird should be protected for prosperity; farm workers are suffering huge problems of poverty and its related lack of basic services and land, hunger, cold, and more.

*“Conservation is a state of harmony between men and land. Despite nearly a century of propaganda, conservation still proceeds at a snail’s pace; progress still consists largely of letterhead pieties and convention oratory. On the back forty we slip two steps backward for each forward stride.*

*The usual answer to this dilemma is ‘more conservation education.’ No one will debate this, but is it certain that only the volume of education needs*

*stepping up? Is something lacking in the content as well?” (Aldo Leopold, 19)*

The whole evaluation subject is a complex one that needs addressing: we are trying to change a way of thinking through environmental education but we have no idea of how we are doing. Looking at crane mortality statistics, we seem to be ‘missing the boat’ somewhere: cranes are still dying! The socio-economic issues that challenge us in a mainly third-world country where the economy is weaker than it has ever been are complex: poverty, land issues, inequality, gender issues, the population explosion, lack of human empowerment – the list is endless.

According to Alistair Chadwick (2000), environmental problems are social problems centred in conflicts between different wishes from different people about nature and the use of the natural resources. He feels that environmental educators need to have a good knowledge of political science if they are to encourage communities to regard environmental issues as issues in community.

“I believe that the broad purpose of EE is to enhance a learner’s action competence ... an action competent person is one who has developed both an ability and a will to actively participate in the solving of immediate and future environmental problems.” (Chadwick, 2000).

## Are we focusing enough attention on indigenous knowledge?

Margaret Nemutamvuni (2000) says that indigenous knowledge is always given a low status. “Our forefathers always had survival strategies against drought and different diseases by wise use of the natural resources,” she said. All culture stemmed from the hunter-gatherers who tended to have a great respect for life and only killed for food, medicine and clothes. Belief and myth played an important part in conserving the sensitive and pristine natural resources of the time.



We need to find out whether the crane was regarded as sacred by the indigenous peoples of Africa. We need to find out how its habitat was regarded and why these values have eroded over time (if indeed they have!). Should we be approaching traditional leaders and ‘indunas’ on farms



only? These are all pertinent questions.

On the subject of evaluating workshops, there is always a need to reflect on and review one's knowledge and practice, especially at a time of transformation. That is where I am now. I have been co-ordinating farm worker workshops with Benfred Dlamini and Dumisani Koalane (KZN Wildlife) for more than a year and the current changes at the KZN CF will impact still further on these sessions.

The time is ripe to ask: "Are we on the right track and if not, where should we be directing our efforts and the funding?"

Workshops for farm workers have become the focus for the educational goal of the South African Crane Working Group (SACWG) and the KZN CF in the year 2000. The mission of the SACWG is to "promote the long term survival of cranes in their natural and man-modified habitats through initiating and co-ordinating regional and national crane conservation programmes" (Crane Ringing brochure, 2000).

Meanwhile, the KZN CF strives to "promote the conservation of the southern African crane species and the preservation of their wetland and grassland habitats" (KZN CF brochure, 1999).

In 1999, the CF was fortunate to acquire money from a private individual in Hilton which was put towards workshops for mainly rural schools, and farm workers. Benfred and Dumisani came on board when Kevin McCann realised their potential as a link

between two cultures and their availability in terms of the KZN Wildlife whose budget had recently crashed, leaving field staff and their vehicles stranded. That year, during a period of about eight months and on a budget of R8 000, these two environmental educators reached about 50 schools and about 6 farms: approximately 7 000 rural school children and 170 farm workers.

As a result, the focus for the year 2000 was on farm workers. With money acquired through SACWG from the Green Trust (R10 000), we have been able to further our efforts with farm worker workshops: since April 2000, we have reached another 500 farm workers and 1 000 schoolchildren.

These statistics may sound impressive but I am still concerned about a) follow-up work: how well are we doing and is the message getting across? and b) school children: why have we relegated them to second focus?

It is only now that we are getting **back** to areas and farms in this large province of ours - but only to the schools. I have designed a simple questionnaire for kids and teachers to complete, that provides us with a fair indication of how much the pupils absorbed. The idea is to use this same questionnaire verbally with farm workers.

I believe that learning starts with experiences of events. Experiences themselves do not lead to learning *per se*, which means that reflecting on experiences is vital. As field workers co-ordinating or actually

conducting workshops, we should be asking questions such as, "What happened during that workshop?" and "Who had a positive experience and who had a negative one?" Then we need to take those answers and use them to enhance or improve the following workshops.

I also believe that learning in South Africa is influenced by huge socio-economic issues as already mentioned: will crane conservation ever supersede poverty and basic human needs? HIV/AIDS is also taking its toll on the economic situation in our country.

As crane conservationists, we need to have multiple perspectives for people in multiple contexts – for example, farm workers in the Swartberg may have a very different attitude towards cranes and the land than those who work in Mooi River. What about the people working on farms in the North Eastern Cape, the Free State and Mpumalanga? We need to investigate the political, economic and social issues in these areas that may influence our methods as we plan our workshops.

According to Therese Brinckate of the Green Trust (2000), we need to remember some vital factors:

1. What outside forces (socio-economic) in agriculture could detract from the improved awareness of the farm workers? These include catastrophes (storms/fire), intense schedules (planting/burning/harvesting), eviction (changing labour and land laws), disease (foot and mouth, AIDS), retrenchment



(economic problems).

2. What can the farm workers tell us about cranes and the threats to them a certain period after the workshop – what have they learned? Compare the beginning of the process to the end.
3. Are we imposing workshops on people without living their hardships and becoming more conscientised?
4. Where do we fit in between the reality on the ground and the expectations of the donors who are saying, "If you can't measure it, you can't manage it"?

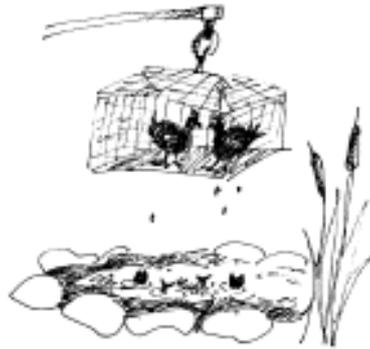
What are we really getting out of these workshops? Capacity building and training must not be confused. We need to ask communities what they want or what they can offer cranes and the conservation of their habitat: **"What do cranes mean to you?"**

Environmental ethics involves an issue of thinking and of doing. (Hattingh, 1999). As human beings, we have the power to shape new values, not forgetting the old practices but trying to merge them with new ways of thinking.

"Environmental education is a long-term process in making people not only aware of environmental impacts, but also to take action to prevent further degradation" (Rand Water/EWT Seekoeivlei Environmental Education Programme Project Proposal, 2000).

As a result of all these thoughts,

and with assistance from Therese Brinckate and other Green Trust executants during a workshop at Lake St Lucia in August 2000, I have drawn up some ideas for KZN that could be incorporated into the evaluation process of these workshops. Time management is the crux of the matter.



Other ideas include aiming core activities at the **training of trainers** such as traditional leaders, teachers, the 'indunas' at the farms in charge of the work forces, presidents of farmers' associations, governmental department heads and others who can become a part of the educating process.

Vicki Hudson says that with her large area in Mpumalanga, the approach of 'train the trainer' really worked in tackling problems from all sides (during poison workshops in particular), forming a network and getting results. "In all cases the farm workers get educated by their own people which, for this issue, I have found imperative," says Vicki. "However, on the crane side it sometimes makes them 'sit up and take note' when an outsider shows interest in their cranes and makes them aware of how special they are. This I definitely saw at Wavecrest. The more

interest you show, the more rubs off on some of them and it has nothing to do with colour." (pers. comm., 2000).

In the Karoo, Maxie Jonk (Karoo Blue Crane Awareness project) uses a mounted Blue Crane specimen and caps to encourage participation in discussions. Maxie says that the workers discuss their knowledge and experience of the veld; they relate to the subject matter, the slides reflecting something that they can identify with, creating a sense of self-worth.

"By allowing the farm workers to express their own opinions on certain aspects of the Blue Crane, it gives them a sense of importance and self-worth, reinforcing the idea that they have a role to play in the protection and conservation of the project," says Maxie.

The workers are identified by means of name tags – including the presenter – and participants are invited to ask questions to their fellow workers so much so that very interesting observations have been aired in this way. At the end of the slide show, Maxie stresses that these people are out in the veld seeing the birds on a daily basis – they are capable of protecting these birds. The role that they play in the whole concept of crane conservation has to be emphasized. "Thus far the response has been very positive, with farmers saying that crane-related feedback is better and that there is a better understanding of the reasons for conserving and protecting these birds. There is also a better understanding of the functions of cranes in nature and what cranes



are indicators of' says Maxie.

But Jon Smallie has experienced some problems. Not only has he been battling to get anything off the ground since East Cape Nature Conservation Environmental Education Officer, Mike Kani crashed his car in July but he is also experiencing an ethical brick wall. "It seems the workshops don't necessarily make any impression on these people at all as yesterday I had a poisoning by three labourers on a farm where I did a workshop in June. During the workshop they were all told that it is illegal to use poisons to kill these birds. I even have photographs to prove that they were at the workshop, as they first denied being there!!!" And again: "The farms that I have revisited informally have illustrated that the workshops definitely do stimulate interest amongst labourers. But I am not that convinced that it alters their values and environmental ethic immediately. This is going to be a far longer process, although getting them interested is a good start" said Jon.

This brings me to the subject of 'Workshop Sustainability'. Fieldworkers need to ask themselves some crucial questions during the funding period for workshops:

1. How will my workshops be sustained when the money runs out?
2. What will be the long-term legacy or impact of the workshops on the farm worker?
3. How measurable are the workshops? (Use feedback

from your target audience e.g. posters made by farm workers, assessment forms/questionnaires/teachers' feedback at schools/farmers' initiatives on farms).  
(Green Trust Workshop, 2000)



According to environmental educators at a recent Environmental Education Association of Southern Africa conference in Swaziland (July 2000), evaluation is a baseline or benchmarking process. We fieldworkers need to be aware of the negatives, the lessons learned, that influence the workshops in order to make way for improvement.

We should always be trying to identify the sustainability of the workshops in terms of length of time and funding - one way of reporting this is to tabulate the results in terms of objectives, outputs, indicators, constraints, etc.

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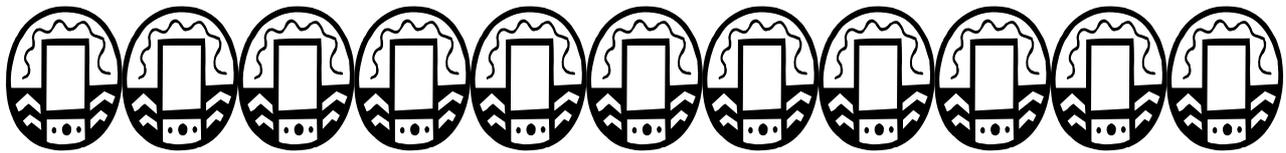
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## Report to partners in Environmental Education on progress in the NEEP-GET

*cliff olivier*

The National Environmental Education Project – General Education and Training (NEEP-GET) has now reached the end of its inception phase, which comprised the first five months of the project. During this time most energies were spent on setting up the project offices, employing staff and developing provincial implementation plans.

The NEEP-GET will operate in all nine provinces, but more intensive intervention will take place in three provinces, namely North West, Free State and Kwazulu Natal (Group 1 provinces). The EE co-ordinators will be representatives of the project in the provinces, but in each of the Group 1 provinces, two technical advisors (TAs) will also be deployed. The head office of the project is housed in the directorate of school education in the National Department of Education. The EE co-ordinators and the TAs will be housed in the curriculum directorates of the provincial departments of education.

At the start of the project, four staff members and the project director were in place. Six more staff members have since been employed. The present staff component consists of: the project director, Dr Razeena Wagiet, who is the minister's advisor on environmental education; the Chief Technical Advisor (CTA),

Mr Cliff Olivier, seven TAs, Mr Edgar Neluvhalani (National), Ms Kith Hansen (KwaZulu Natal), Ms Kasee Mhoney (Free State), Ms Vivian Molose (North West), Mr Palle Svendsen (Free State), Mr Ole Moeslund (North West) and Mr Jens Foltved (KwaZulu Natal). Two administrative staff members, Khosi Nhlapo, Project administrator and Ms Vivian Abrahams, personal assistant for Dr Wagiet, have also been appointed. The appointment of the nine provincial EE co-ordinators is in the process of being finalised.



The project has seven outputs which the staff will attempt to achieve during the project period. Some of the outputs have already been achieved as described below:

**Output 1:** Initiatives have been taken to integrate environmental learning in the curriculum for the GET band.

**Output 2:** Professional development programme for Provincial EE Coordinators to facilitate, extend

and sustain the process of enabling provincial and district CS staff to integrate environmental learning in their work, is implemented.

**Output 3:** Professional development programme for provincial and district CS staff to facilitate, extend and sustain the integration of environmental learning in schools is implemented.

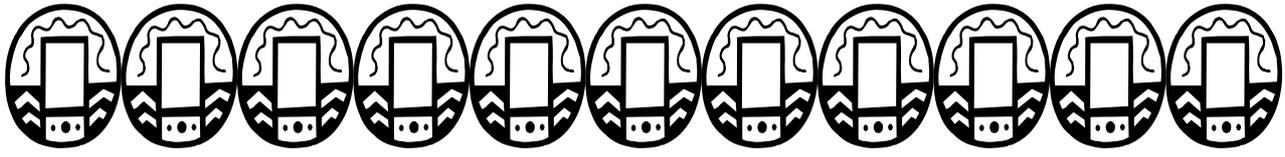
**Output 4:** Professional development programme for teachers to support them with the integration of EE into learning areas is implemented.

**Output 5:** Guideline Documents and resource materials to support the integration of environmental learning are developed and produced.

**Output 6:** Initiatives have been taken to influence pre-service teacher education regarding environmental learning.

**Output 7:** Co-ordination of school-focussed environmental learning initiatives is improved at National and Provincial levels.

During the past few months much has been done towards the achievement of the Output 1, which outlines the project's involvement in the streamlining and strengthening of



C2005 process. The project staff are awaiting the release of the national curriculum statement for public comments in order to continue work towards the achievement of this output.

The two TAs that were appointed at the start of the project have set up clusters in their respective provinces, namely, KwaZulu-Natal and Free State. These clusters of subject advisors/ learning facilitators have been meeting regularly.

After the employment of the National TA, Mr Edgar Neluvhalani, intensive work has been started to involve tertiary institutions in the work of the

project to:

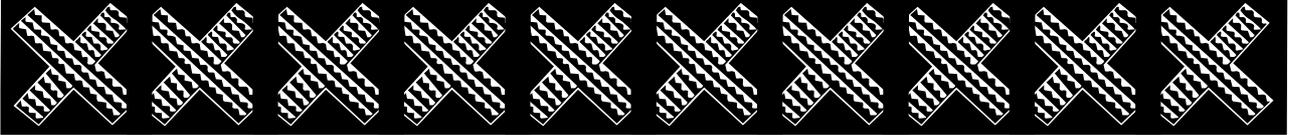
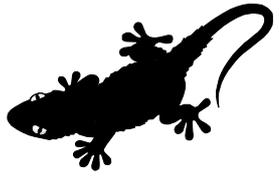
- ensure academic rigour;
- develop partnerships with institutions for purposes of accreditation of the professional development undertaken by the project;
- facilitate curriculum development for teacher training institutions in environmental education as a response to curriculum 2005.

In order to co-operate with partners in environmental education, the project will also be setting up provincial fora for environmental education where there are none and joining such fora where they do exist. A

national reference group for the project will also be set up to co-ordinate EE activities at national level.

Any person or group interested to take part in project activities is welcome to contact the provincial environmental education coordinators or the head office in Pretoria.

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## 2002 Participatory Course in Environmental Education

from the Rhodes University Environmental Education Unit,

the Wildlife and Environment Society of South Africa and Gold Fields

This introductory part-distance course provides participants with opportunities to interact and network with practising environmental educators, to develop teaching, communication and resource development skills and to critically reflect on their own practice through an exploration of environmental education theory. This course is aimed at trainers, teachers, extension and community workers in conservation, development, health and industry.

This course cover the four following themes: *Environment Crisis: Issues and risks; Emerging responses for the environmental crisis; Environmental Education Processes and Methods; Resources, Programmes and Curriculum Development.*

For further details contact the Course Coordinator:  
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# Active Learning in schools

Heila Lotz-Sisitka and Ingrid Timmermans

The Rhodes University Environmental Education Unit has initiated a project to support school-based environmental education work in Grahamstown. In line with national environmental education policy, the project supports a focus on environmental learning in the context of the OBE curriculum, and provides professional development support to teachers implementing the project (NEEP, 2000). An action research evaluation is taking place to monitor key aspects of the project and a number of interim evaluation reports have been produced (Mbanjwa, 2001).

The project has been implemented in 5 schools in Grahamstown. In the first phase a set of learning programmes focusing on waste were developed. In partnership with the Health Promoting Schools initiative in Grahamstown, the project developed a second set of materials on environmental health issues, which are currently being trialed with participating schools. Teachers from these schools contributed to the materials development work, and implemented active learning processes in their schools. An active learning framework was used to develop the learning programmes.

Teachers were encouraged to include an excursion or fieldwork activity in the local environment in the learning programmes. Local enquiry is an integral part of the active learning framework and supports the call by the National Environmental Education Programme - General Education and Training (NEEP-GET) research report for the enabling of teachers to 'integrate

curriculum activities in context' (Lotz-Sisitka and Raven, 2001).

The project aims to build capacity amongst local teachers to implement environmental education activities in schools. We hope to achieve this by continuing to support teachers to design learning programme activities and adapt and use materials to implement the environmental focus in OBE learning areas.



Pupils from Ntaba Maria School visit the local Grahamstown waste site during the Pilot Project

The project also involves key local partners including the municipality, the local Department of Education, Department of Health, Water Affairs and Forestry and local NGO's such as the Grahamstown branch of WESSA, as well as a biodiversity project initiated by Rhodes Environmental Science students (the REFYN project). The project has a strong capacity building focus, involving young professionals in environmental education, and learners on the Gold Fields Participatory Certificate Course from the Eastern Cape as fieldworkers. Three community members have been trained as EE fieldworkers to support teachers and learners to undertake EE activities in schools.

In 2002 we hope to continue our work in the schools, this time focusing on implementing and developing school environmental policies and management plans in all schools active in the project. While the project operates in a local

municipal area, it has national coverage through the sharing of the materials and project research and ideas through the NEEP.



Local teachers and other community members develop the educational materials

We hope to research key aspects associated with the implementation of learning programmes in local schools. For example, the use of learning support materials has been identified as a key issue for further research in the NEEP-GET pilot research (Lotz-Sisitka & Raven, 2001), and is likely to be a significant issue in the context of the NEEP activities. To this end, a research-based case study will be produced, for the NEEP-GET.

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## A time for celebration

### *Alison Kelly and Jim Taylor*

It was celebrations all round when the Wildlife and Environment Society of South Africa (WESSA) celebrated its 75<sup>th</sup> Anniversary in September. Although the Society's origins go back to the early 1890's, it has been in continuous existence since 1926, making the year 2001 its 75<sup>th</sup> anniversary.

Each year, WESSA presents various environmental awards and in its 75<sup>th</sup> anniversary year, the Society presented two very special awards in recognition of outstanding work in the field of environmental education in South Africa and also in the SADC region.

Professor Pat Irwin, of Rhodes University, was honoured by the Wildlife and Environment Society of South Africa, for his contribution to environmental education in southern Africa. Pat received the highest award the Wildlife and Environment Society can bestow on an individual, the Society's Gold Medal Award. The award, made by the membership of the Society, recognised Pat's contribution to environmental education processes in southern Africa over the past 3 decades, the significant contribution he has made to research in the field of environmental education, the role he played in establishing the first 'Chair' of Environmental Education at Rhodes University, and the active role he played in lobbying for the incorporation of environmental education into the new South African curriculum.



Pat Irwin receiving his award from Clem Sunter

Pat, who was instrumental as a founder member and supporter of EEASA (the Environmental Education Association of southern Africa) was delighted that at the same function, WESSA also recognised EEASA by presenting the association with a Special Presidential Award (group category). The award



highlighted the significant role which the voluntary membership of the Association has played in the advancement of Environmental Education in South Africa and throughout the southern Africa region since 1982.

At the awards function, both Pat Irwin and Lynette Masuku van Damme (the current President of EEASA), who received the award on behalf of EEASA, reflected on how privileged they had been to be part of these collective responses and highlighted the collaborative spirit within projects and environmental education initiatives in the SADC region.

Lynette Masuku reflected back on her early days at the Umgeni Valley Project in Howick when environmental education was a developing interest of hers. She spoke of the uniting environment at Umgeni, where all were welcomed and nurtured a cooperative spirit of sharing and meaningful work.

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# Footprints along the coastline

Alison Kelly

A trained teacher, old screwdriver in hand busy prizing mussels from the rocks of the Wild Coast shoreline, stopped to speak to the three young men whom she had seen walking in the distance. For these three, idealistic young men, hiking the entire coastline, her story brought sharply into focus the complexity of environmental issues here in South Africa. She spoke of how she had no job, how all the economically active men in her community had moved away to urban areas and left behind the women and children to eke out a subsistence existence along the coast, doing whatever they could to feed their families.

For most of us, the idea of walking 3 300km along the entire South African coastline would not even enter into our thoughts. Yet these hikers have just spent eight months walking from the Mozambique/South Africa border to Alexander Bay, on the Namaqualand coast. The WESSA/Mazda Wildlife Fund Coastal Conservation Hike was launched at Kosi Bay on October 20 last year and ended on World Environment Day, 5 June 5 2001.

The hikers were all previously involved in EE work. Derek Brown, studied Nature Conservation through Saasveld in George. A passionate ornithologist, he conducted most of the bird-related research, especially a detailed study on the distribution and populations of African Oystercatchers. Robbie Dyer, had previously worked at the Umgeni Valley Nature Reserve which is run by the Wildlife and Environment Society of SA, so he had a great deal of EE experience. Raymond "Fana" Ngubane, hails from Kosi Bay, but just prior to the start of the hike was

working as a volunteer at the Twinstreams EE project at Mtunzini on the KwaZulu-Natal coast. So, a great deal of education experience 'gained momentum' once the hikers started walking.



The Coastal Conservation Hike was undertaken to help raise awareness of marine and coastal issues and to encourage action-taking at a local level. At the end of their journey, they had met tens of thousands of people and presented talks to schools and environmental clubs. Plus, the hikers experienced some of South Africa's most beautiful places. As Robbie reflected on walking the Wild Coast: "awesome, just awesome! I never dreamed that coastline like this exists! It was like walking through pictures from a fairytale! The rivers have been deep and wide with crystal clear water. Mangroves huddle deep into the river valleys, and the coast is just so, so beautiful."

One of the key outcomes of the hike is the need for an education response to key coastal issues and risks, including programs to educate users of coastal areas as to the sensitivity of these regions and ecosystems. In particular, the use of 4 x 4 vehicles in sensitive dune areas, the unsustainable harvesting of shellfish and other marine life, and the enforcement of correct EIA processes for all coastal developments.

The hikers encountered a wide spectrum of issues impacting our coastline: massive industrial deve-

lopments such as that proposed for Coega near Port Elizabeth, the possibility of further nuclear power stations dotted around the coastline, the untapped potential for ecotourism along the coast, the need to protect certain areas, and fair, equitable access to coastal resources. However, for many of coastal residents, the day-to-day needs of a subsistence existence far outweigh concerns as to quotas and sustainable harvesting with a long-term view. Poverty, the poor economic prospects in many rural areas, and the lack of jobs are all exerting pressure on accessible resources.

The good news is that there are numerous groups all along the coast taking action at a local level and that these small-scale initiatives are resulting in improved management of resources at a localised level. And then of course, there are the bigger plans to manage and conserve huge tracts of land as part of developing, new reserves, e.g. the Pondoland National Park, the Greater St Lucia park in northern KwaZulu-Natal, and the expansion of the Addo Elephant Park in the Eastern Cape. How these macro plans or even localised, small-scale initiatives will alleviate the plight of the thousands of residents living in impoverished conditions on the coast, will remain to be seen?

For further details of the Coastal Conservation Hike contact Robbie Dyer, c/o WESSA PO Box 394, Howick 3290.



# Environmental courses in the southern part of Angola

António Simbo

The Ministry of Fisheries and Environment and Ecological Youth of Angola supported the introduction to environmental education processes in Angola through two short courses on environmental education implemented in Huíla and Namibe (two provinces in the southern part of Angola). The courses were partially funded by the SADC Regional Environmental Education Programme.

The objective was to involve participants in practical activities, such as group work, presentations, excursions and outdoor activities. These were part of my home-based assignment from the 2000 Rhodes University/SADC International Certificate Course in EE.

The two short courses also had the following objectives: to understand, critique and work within environmental education processes and methods in order to promote environmental action amongst the communities.

The two courses were intended to respond to the environmental issues that people in southern Angola area are facing, such as soil degradation, littering, improper sanitation, deforestation, desertification, water and air pollution and extinction of some species.

The first course on EE was held in Huíla. It was attended by 15 Secondary and Intermediate Level teachers and Environmental Educators.

All the participants received materials and readings to support their learning. An orientating pack was given to participants in order to clarify them on the excursion.

The excursion in Huíla was a practical activity, which gave opportunity to the participants to see ravines and the impact of soil erosion, the greatest environmental problem that Huíla province is facing nowadays. We have

found out that efforts need to be done in order to combat ravines, which starts with the involvement of the government and the civil society.

The government is launching an ambitious program to prevent soil erosion and Ecological Youth of Angola beside Christian Children's Found is implementing a program of awareness and tree planting in Santo Antonio's quarter. We have found out that apart from the natural causes, such as rain and wind, there are evidences of human activities as the main cause. The representative of Municipal Services who guided the tour referred that there are few funds for programs such as public sanitation, ravines combat and gardens. This is left for the civil society initiatives.

The second course brought together 14 participants - teachers, the Head of Namibe Environment Sector, and Environmental Educators. It took place in the Namibe province. The excursion in Namibe was in the Iona National Park which is located near Cunene River and is famous for its marvelous landscapes and animals. It was about 400 km in a narrow trail in the Namibe desert. It was a tiring but fascinating trip. We could see not too many animal species, only a few gazelles, birds, monkeys, gnus and oryxes. The park has an extension of approximately



15 000 Km<sup>2</sup>. The director of the park facilitated the excursion and spoke about poaching as the main issue around the park. He recognized that inspection is lacking.

During the two courses the Tbilisi and NGOs Forum principles on EE, as well as the objectives of EE were continuously discussed. EE methods and processes also came as one of the most debated themes of the courses.

Teachers were roughly familiar with some of the aspects about it. As they referred to the lack of outdoor activities due to scarcity of means and supports, we focused attention on the hands-on methods: excursions, field trips, practical activities and solitary. The last one impressed much, because they have found it creative and challenging. We concluded that to apply such methods logistics need to be recruited and preparation is the key of success and the creative use of different methods and processes.

The final recommendation made in both courses was that more training activities should be done as well as the access to resources need to be more effective.

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# EE in the SADC region

## **Environmental Education Course in Zambia**

WWF Zambia implemented a one month long course on “EE Training of Trainers Course” in Lusaka for 19 participants from training colleges, the Curriculum Developing Centre and, Professional Centre Co-ordinators. The EE training of trainers course is a response to repeated requests by teachers training colleges for there to be a course on EE in Zambia. Fourteen of the course participants were selected from the seven teacher training colleges that WWF ZEP work with in Zambia. In addition five curriculum developers from the National Curriculum Development Centre attended the course.

The course materials, programme and orientation draw extensively on the Rhodes University / SADC Course but have been adapted for the Zambian context. For further information please contact WWF Zambia ([wwf-zeep@zamnet.zm](mailto:wwf-zeep@zamnet.zm))

## **Environmental Education Course for Industry in Malawi**

An environmental education course for industry in Malawi started in Blantyre in January 2001. The course will be run by the Ministry of Labour, Directorate of Occupational Health & Safety (OSH) in collaboration with both Rhodes University in South Africa, the Polytechnic and the University of Malawi. This course forms the basis of the NETCAB EE Policy Project in Malawi and Mr. Autman Tembo (Acting Director OSH) is the project representative.

Course participants range from health and safety officers to quality control managers and industrial hygienists. A number of industries including textiles, beverages, cement, sugar, milling as well as the Directorate of Health & Safety were represented. The final workshops will take place in October.

Recommendations for EE policy will be drawn from experiences of the course which will end with a policy workshop in October 2001. The whole process of the course, and its contributions to policy development in Malawi, will be documented in a case study of the course process as well as its contribution to the development of environmental education policy in Malawi.

## **Eco Schools/Environmental Action Learning Capacity Development & Co-ordination Seminar for eastern Africa**

Organised by United Nations Environment Programme (UNEP) and the Kenya Organisation of Environmental Education (KOE), this workshop aimed to support participants from the Eastern African region with practical guidelines on the eco-school/ environmental action learning programme. Participants from Uganda, Zambia, Seychelles, Tanzania and Rwanda met for a week in Mombasa, Kenya to share ideas for both regional and national planning frameworks to support eco-schools in the region.

For more on the Eco-School/ Environmental Action Programme visit [www.koe.org](http://www.koe.org).

## **NETCAB EE Policy Workshop in Mauritius**

Organised by Jaya Naugah of the Mauritius Institute of Education, this Network and Capacity Building (NETCAB) EE workshop brought together over 70 teachers, educators, education officials and NGOs from throughout Mauritius to discuss recommendations for EE Policy. It was particularly encouraging that both the Minister of Education and the Minister of Environment were present at the workshop to make opening addresses.

The workshop focused on EE processes in formal, non-formal and informal education and interesting presentations were made by representatives of the Education Ministry, National Parks, Mauritian Wildlife Clubs and other NGOs. A key purpose of the workshop was to give participants an opportunity to make recommendations for EE policy in Mauritius.

At the end of the workshop these recommendations were carefully documented and included issues such as the development of an EE ‘desk’ for Mauritius, support for networking through, for example, the development of a directory of EE people and publications, and support for teachers through training and appropriate resource materials.



# EE IN THE SADC REGION

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## **Environmental Education Processes in Formal Education Course**

Twenty nine participants from ten SADC countries and from Sweden started an advanced international training programme in Sweden this year, focusing on the development of resource materials to enhance EE processes within the formal curriculum. The main objective of the course was to provide an opportunity to exchange knowledge and experiences in EE processes within formal education. After the first part of the course in Sweden participants worked on their home-based assignments in their respective countries.

The participants were divided up into two groups for resource development at the SADC REEC in Howick. The two groups each spent a fortnight working with a variety of South Africans and Swedish resource people to develop materials to enhance and support EE processes within the formal curriculum in their home countries. The guidebooks, workshop programmes and school environmental policy pack that were developed met and exceeded expectations and will strengthen the links between the countries.

## **EE Resource Development Workshop in Namibia**

An EE resource material development workshop for information and extension officers, representatives from the Forestry and Natural Resource Management Directorate and from the Ministry of Environment and Tourism was held in Windhoek, from 23 to 24 July.

The main aim of the workshop was to bring together people from

different regions in Namibia to interact and exchange ideas around resource material production. The workshop was attended by 35 participants and four guest presenters (Georgie Frolich and Sharon Montgomery from the Desert Research Foundation of Namibia, Mel Futter - a communication consultant, and Viktoria Paulick from AfriCat Foundation) helped to run the different sessions. A short video on the course will be produced by Dave Houghton from AfriCat Foundation.

## **Material Development Workshop for the Regional Environmental Action Learning initiative**

This short workshop focused on developing resource materials to support EE process in eco-schools in eastern and southern Africa. There was also a focus on soil and land degradation and key environmental issues in the region. 17 participants were chosen from a wide range of applications with the result that experiences could be shared between countries as far as Rwanda, Burundi, Angola, Ethiopia, Eritrea, Malawi, Zimbabwe, Tanzania, South Africa and Kenya.

This 'hands-on' workshop required a high level of involvement from all participants who worked on developing resource materials during the workshop which were printed and ready for everyone to take home. Participants were required to work on a pre-workshop assignment listing 'people, places and publications' available to support environmental education in their countries. A special guest from Australia, John Fien, was able to share experiences on developing multi-media resour-

ces and Dorcas Otieno from Kenya Organisation of EE outlined developments on the eco-schools programme.

## **Rhodes University / SADC International Certificate in Environmental Education**

Twelve participants from different southern Africa countries attended this course in EE. This course provides a structured framework and resources around which participants can enhance their skills to support, initiate or improve EE in their own contexts. The course co-ordinators Prof. Heila Lotz-Sisitka and Mike Ward were supported by two past course participants Sibonelo Mbanjwa from South Africa and Justin Lupele from Zambia, and by a course assistant from Sweden, Frida Lindemalm.

## **EE Workshop for Primary School Teachers and Inspectors in Tanzania**

The Directorate of Environmental Education, Research and Documentation from the National Environmental Management Council of Tanzania organised a four day workshop for primary school teachers and inspectors from four regions of the Southern Highlands zone in Tanzania. The workshop was attended by 16 teachers and four school inspectors from the Highlands zone.

The main objectives of the workshop were to develop capacity among primary school teachers through effective teaching of EE related subjects, developing simple teaching and learning resource materials and sharing experiences from previous workshops.



# Resources

## EEASA supports the development of booklets in Angola

*Vlady Russo*

As a result of different training activities and meetings, various Angolan NGOs recognised the importance for the development of new resources to support environmental education processes in Angola. For this purpose participants in these activities agreed on the three following topics for the publication of resources:

### ✘ **Environment and Sustainable Development**

This booklet focuses on the broader concept of environment and discusses environmental issues related to the environmental crisis in the SADC region. Land mark events on environment and sustainable development issues are also discussed in this booklet.

### ✘ **EE and a Resource for Active Learning**

This booklet gives an analysis of the different concepts and definitions of EE, as well as definitions of the different sectors of EE: formal, informal and non-formal. The booklet also provides some insight on active learning and the role of learners and educators in EE processes.

### ✘ **Environmental Glossary**

The glossary of environmental terms is a booklet which provides information on a number of environmental terms used while discussing environmental issues. Research was further conducted

by members of Ecological Youth of Angola (JEA) and Maiombe Network (a network which involves all the environmental NGOs in Angola) together with various people who would use the booklets. These included environmental educators, members of environmental NGOs, teachers, students and journalists.



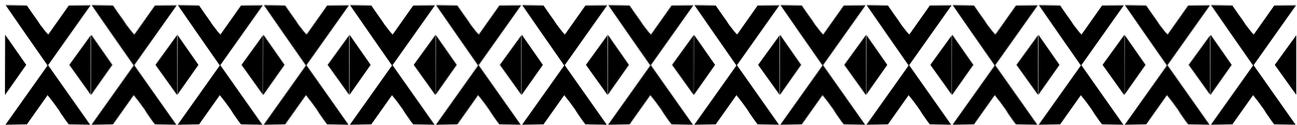
In this process we consider issues of participation from 'outside' structures (institutions, organisations, governmental bodies, people) as well as from 'inside' the organisation.

It seemed to us (JEA) much relevant to develop the resources **with** people rather than **for** people. We believe that the users or learners should be part of the process of developing environmental learning resources, as partners, because they will be the ones using the resources.

It seems more sensible to allow experts to produce EE learning materials because they have the expertise and knowledge. However, in most cases, the materials developed from 'outside' do not have the information that is needed by users nor is it relevant to the context of the learners. They are also often 'commercial' products rather than educational ones. For these reasons we have taken another approach focussing more on the learners and educators as our partner groups.

The information in the booklets was prepared having teachers, secondary school students and journalists as partner groups in mind. After collecting relevant data and preparing the drafts of the booklets, these were trialled with different partner groups. It was more useful to **draw on** and use available capital (ideas, knowledge, experience, and information) from others and critically **produce** materials relevant to partner groups. This was not seen just as a process of producing materials, but also as an educative process.

The trialling process brought some changes and modifications to the resources which were put in place to guarantee a wider use of them and to make sure that the participation of the different partner groups was acknowledged. New ideas and challenges



arose from the development of resources in a participatory way, and a 'work together - work away' approach was used to ensure the publication of the resources.

Another approach used by JEA, in the development of these booklets, derived from the involvement of journalists was the **WH-Pyramid approach**. This approach is often used by journalists when writing their articles or producing their programmes. This approach provides useful considerations for the first part of the article and/or programme. It was mainly used as a framework for planning and designing the booklets. This exploratory-questioning approach also enables resource material developers to deeply analyse some of their conceptual ideas before starting the initial planning of the resource.

The interlinked WH-pyramid for planning and developing resource materials explores information and seeks for:

- ⊕ **What:** resource are we going to develop (research)?
- ⊕ **Why:** why are we going to develop (objectives)?
- ⊕ **Who:** is going to develop WITH us? Who is going to be using the resources?
- ⊕ **When:** are we planning and developing? When are we going to distribute/use?
- ⊕ **Where:** are we going to distribute/use (distribution/trialing)?
- ⊕ **How:** are we going to develop (issues of planning/participation)?

The answer to these questions should not be superficial, but should be descriptive and in depth. Story construction, data-gathering

or resource materials are still more likely to focus on a **descriptive who, what, where** and **when** rather than a causative (root or underlying causes) **why** and **how** these resources are going to be used **WITH others**.

The questions on 'how and why' resource materials should be developed or used are very important as well as some of the important influences on the development/adaptation of learning materials in different contexts. Cultural awareness need to be well balanced to provide representation of the different groups mentioned in the resource. Resources produced in a decontextualised way with no follow-up discussion, assessment and ongoing evaluation tend to be often informative, and not controversial or challenging.

Following the planning and developing processes a project proposal was then put together by JEA, a member of EEASA, to access the SEED funding for the printing of these three booklets to support EE processes in Angola. This was a funding opportunity which JEA used both to develop resources and disseminate information about



EEASA in Angola. With the SEED funding JEA was able to print 1 000 copies of each booklet.

These booklets were then distributed in Angola and Mozambique and have been successful in creating a better understanding of the concept of the environment and EE, and methods and processes used in EE. The booklets are currently being used in Angola for environmental educators courses and national training activities.

Two of the booklets became an important reading for the *Environmental Olympics*, an environmental competition that takes place in Angola every year. This competition involves 2 500 secondary school students.

The aim of these resources is to explore and create a better understanding of environment and EE concepts, orientations, methods and processes by providing reliable information in order to improve the skills of teachers and educators on environmental education, as well as the way that they apply EE processes in Angola.

These resources are now being re-written to include new ideas and suggestions received from students and teachers from different parts of Angola. They will be printed as part of the readings of training activities being prepared by Angolan NGOs.

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# Exploring wetlands - an active learning resource pack

Jeanette Stewart

'Exploring Wetlands' is an educational resource pack that is aimed at encouraging teachers to take their learners out on field trips where they can obtain practical knowledge and experience of wetlands.

This pack is based on the active learning framework and consists of three main sections:

1. A booklet for teachers which includes:

- ⊕ Information on wetlands;
- ⊕ The ecological and other values of wetlands;
- ⊕ Threats to wetlands;
- ⊕ Introduction and approach to the field work activities;
- ⊕ What actions can be taken for wetlands;
- ⊕ Wetland data collection sheet;
- ⊕ A learning programme unit to be completed by the teacher when planning a wetland study;
- ⊕ To encourage cross-curricular work - an insert on language about wetlands and ideas for solitary activities;
- ⊕ Useful contacts.

2. Five fun activities and games which can be used in the classroom to find out more about water and wetland ecosystems and conservation.

3. The practical ecosystem study consists of six sections:

- ⊕ Water;
- ⊕ Soil;
- ⊕ Topography;
- ⊕ Plants;
- ⊕ Animals;
- ⊕ People.

Each section contains a worksheet and educational resources whereby the learners can gain further knowledge relating to each topic.

*Jeanette Stewart can be contacted at:*

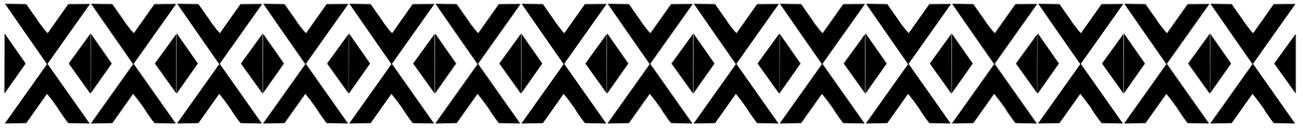
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# The CoastCare fact sheets as a resource and teaching tool about marine and coastal issues

*John Kieser*

The CoastCare fact sheet series aims to make the latest coastal and marine related facts available in an easily accessible and readable format to schools, the press, public libraries, students and the general public. Each fact sheet is illustrated and gives valuable current information about related fact sheets, further reading for more in-depth information and useful contacts.

The principal benefits of the series are:

The fact sheet series will provide the latest information on a vast range of coastal and marine related topics in an easily accessible format; and

Useful references and contact details are provided for funding each fact sheet.

It is anticipated that the fact sheets will be renewed, expanded and updated regularly over the next three years planning horizon of DEAT's Coastal Management Office.

The CoastCare fact sheets will cover three broad areas including:

Coastal and Marine Environments;

People and the Coast; and

Coastal and Marine Life.



Each of these categories is further subdivided. Although emphasis is placed on individual species, the human interaction with coastal and marine resources are highlighted in this series.

The range of topics include the latest legislation, research findings, natural phenomena, classification systems and management tools. The comprehensive list of references given for each topic will be invaluable to any student. Each of these fact sheets has been researched,

written and verified by acknowledged specialists.

Each fact sheet is originally illustrated, and apart from being the definitive factual publication on this wide range of topics in South Africa, the series is also artistically outstanding. The first edition of the CoastCare fact sheets will be published by the national Department of Environmental Affairs and Tourism during National Marine Week 2001 (15 to 19 October).

The fact sheets will be available on DEAT's Coastal Management websites:

<http://sacoast.uwc.ac.za> or  
<http://sacoast.wcape.gov.za>

or in hard copy format from the Marine and Coastal Educators Network.

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## Exciting new resources from Share-Net

Equipping schools with relevant local materials can be complicated and an expensive business. However, recently a number of innovative and cheap resources for schools have been published. These exciting resources have been developed at the Share-Net Office for EE resource development based at WESSA's Umgeni Valley Project in Howick. Two of the most recent and exciting resources include the production of a portable Environmental Information (E-info) Library Box and a Bird Resource Pack – an interactive way of finding out about birds.

The new E-Info 'enviro library' is an inexpensive range of resources that has been especially compiled for convenience and relevance to local environmental issues and enquiry processes. Based on the active learning framework developed by the National Environmental Education Programme (NEEP), the E-info box contains resources for Finding Out about the environment and Exploring in the environment and taking Action for the environment. The resources can be displayed on cardboard library stands which are packed away into the library box for easy transportation and accessibility. The resources included are a set of Enviro facts (a set of 40 up to date fact sheets on topical environmental issues); Hands-On booklets (coastal and inland libraries); Indigenous Knowledge booklets and the 'How to Series' - worksheets for practical projects such as creating your own compost and making

recycled paper. The E-info box can be purchased for R180 inclusive of postage and is now also available on CD-ROM for a cost of R50. As well as being compact, the CD enables users to 'cut and paste' information so as to compile and design their own resources.



The recently developed Bird Pack, is a further resource for Primary School learners to investigate and learn about birds. The Pack was designed and compiled in association with the Primary Science Project (PSP) in the Western Cape. A number of experts such as Guy Gibbons and organisations such as WWF, SANCCOB, NBI, The Cape Bird Club, Iziko Museum of Cape Town and BirdLife assisted in making this resource possible.

The pack has a flexible design and does not require that the activities be completed in any particular order, enabling teachers and learners to decide which areas they wish to explore. The pack

includes a variety of activities which enable learners to find about what birds are made of by constructing their own bird skeletons and how they fly by studying the skeleton and various types of bird feathers. Learners can become familiar with bird songs and learn about why birds sing, by listening to the bird call tape. A number of card games help participants to learn about bird families, while the inclusion of maps of migration routes and bird 'rings' allow learners to explore and find out about migration and how bird populations can be monitored. Other activities include a poster quiz and a number of fun 'zigzag' books, traditional stories and eco-puzzles all of which help the learner to achieve a broader understanding of how birds fit into the 'bigger picture'.

Finally the pack includes a section dedicated to a range of 'action ideas' on how learners can take action to protect birds and enhance their importance in the community. For example ideas are provided on how to encourage birds into gardens, how the learners can take part in the National Birding Day and what to do if an injured bird is found. A list of contacts of birding clubs and other birding experts are included.

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PO Box 394, Howick 3290,  
KwaZulu Natal, South Africa



# Invitation to submit a paper for the

## *Proposed EEASA Monograph*

1992 - 2002

10 Years of Environmental Education in the southern African Region:  
Review and re-orientation for the future

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### **Focus of the Monograph**

Environmental education processes in the Southern African region: A critical review of trends, perspectives and key issues

### **Purpose of the Monograph**

To produce a publication which will provide orientation for EEASA's participation in the World Summit on Sustainable Development - Johannesburg, September 2002.

We envisage that the publication will provide direction should EEASA wish to contribute a 'position paper' to the NGO Forum attached to the World Summit on Sustainable Development. It should also, hopefully, inform SADC governmental contributions on environmental education.

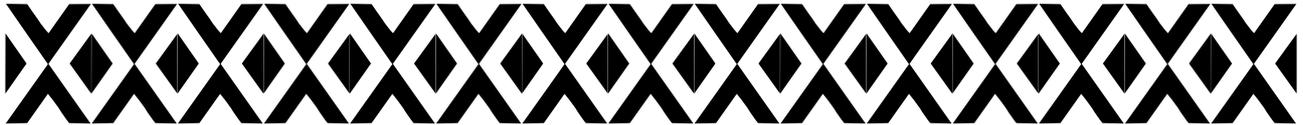
### **Context of the Monograph**

The monograph will be aimed at contributing to the WSSD debates on environmental education - it will be linked to a review of key outputs of the Rio Earth Summit - for example Chapter 36 of Agenda 21, the NGO Forum Principles on Environmental Education and other education-related outputs. It will aim to document critical reflections on important trends, perspectives and key issues in environmental education, and it will raise regional and international debate on key initiatives and directions informing environmental education processes in the southern African region. Through critical review, it will aim to provide re-orientation / a 'future' perspective.

### **Guidelines for contributions to the Monograph**

- Papers should be no longer than 5000 words
- Papers should be closely related to the focus of the monograph, and should aim to contribute to the purpose of the monograph. Papers should also take note of the context of the monograph's application and potential value to provide orientation to environmental education processes in the region
- Papers can be submitted on any of the suggested themes below:
  - Historical perspectives on Environmental Education processes in the region (these can be country-specific, can focus on one or more key aspect of environmental education processes (e.g. networking, methodologies, curriculum work etc) or can take a broader view of environmental education processes within a regional context)
  - Critical reviews of longer-term environmental education initiatives or programmes (again, these can be project / programme specific, country specific or regional)
  - Conceptual or methodological reviews of significance to environmental education processes in the region

**Note:** All papers should be submitted electronically in MS Word or Corel Word Perfect files to Prof. Heila Lotz-Sisitka ([h.lotz@ru.ac.za](mailto:h.lotz@ru.ac.za)) or Vlady Russo ([vlady@futurenet.co.za](mailto:vlady@futurenet.co.za)) before 30 December 2001.



## EEASA award

Lynette Masuku van Damme

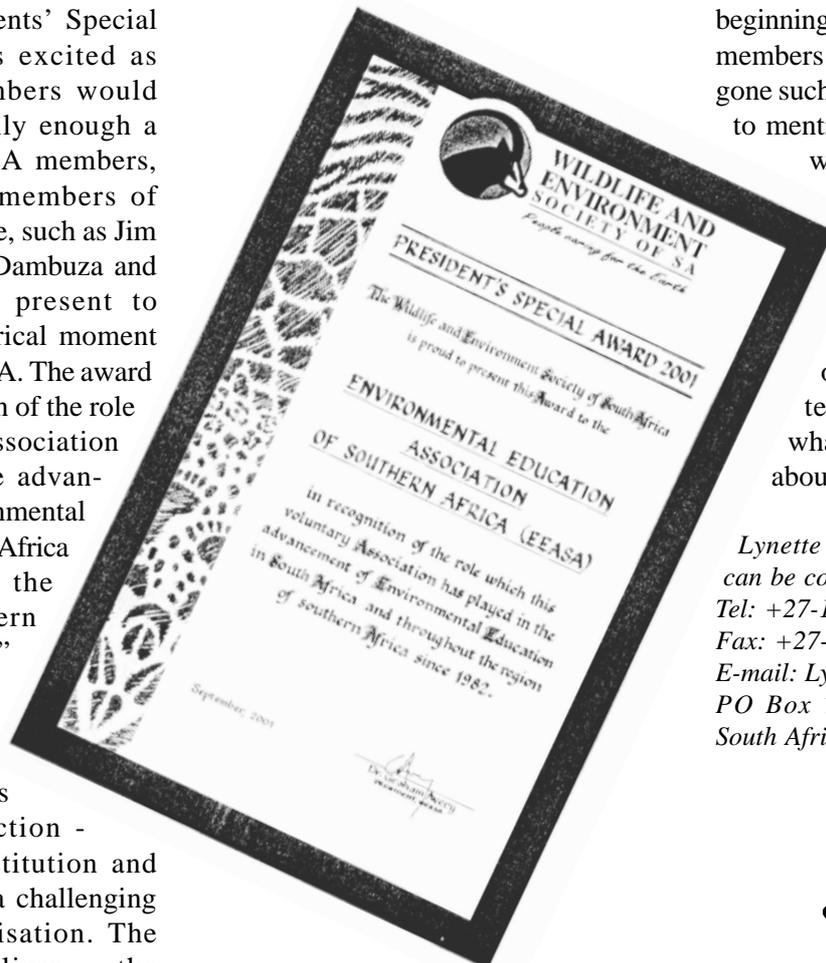
When we....

When we dream, think,  
speak, see ourselves  
When we inhale-exhale one  
common breath  
When we live as 'we'

crying one common tear  
laughing one long laugh  
kneeling in different corners  
for a common good  
pushed away bliss will meet  
us all as one!

On 15 September 2001 I received, on behalf of EEASA, the Wildlife and Environment Society of South Africa (WESSA) Presidents' Special Award. I was as excited as all EEASA members would have been. Luckily enough a number of EEASA members, who have been members of EEASA for a while, such as Jim Taylor, Tembeka Dambuza and Pat Irwin were present to witness this historical moment in the life of EEASA. The award was "in recognition of the role this voluntary Association has played in the advancement of Environmental Education in South Africa and throughout the region of southern Africa since 1982."

This award came at such a time when EEASA has had an introspection - revising its constitution and walking through a challenging path to regionalisation. The award symbolises the



achievements of EEASA's past and becomes a source of energy which we all, as members, need to draw from as the Association goes through different phases of its development.

Let us all celebrate this moment and not only bask in the glory of receiving it but work towards the true meaning of what the objectives of the Association direct us to.

On behalf of all I thank WESSA staff, some of whom have been members of this Association from the very beginning. I thank the different members who have come and gone such as Rams Rammutla, to mention a few, and those who have stayed committed to the course of the Association and grateful that the award will in one way or another, tell new members of what the Association is about.

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