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# Editorial

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This year will be an important year for the environment and for environmental education, especially in the SADC region. The World Summit on Sustainable Development (WSSD) is happening in our backyard giving us an opportunity to actively contribute with meaningful ideas, projects and promoting debate on the role of environmental education processes as one of the key dimensions to address environmental degradation. This will be one of the main topics for the next EEASA Bulletin, so let's concentrate on this issue.

This year we are welcoming Innocent from Zimbabwe as our new President as well as Thobile as the new Administrative Secretary. Some of these recent developments are discussed on page 3. In an attempt to support the regionalisation of EEASA and promote the sharing ideas on environmental education processes in the SADC region we have tried to incorporate, in this bulletin, articles from different SADC countries. We have included articles from Malawi, Mozambique, Namibia, South Africa, Zambia and Zimbabwe.

The first articles report on activities taking place in southern Africa on community-based wildlife conservation in Zimbabwe (by Ngoni Chiweshe), on the process of adapting and developing a teaching and learning CD ROM to support activities towards a sustainable future in our region (by Godwell Nhamo) and on practical activities engaging environmental clubs in Zambia (by Chisekwa and Simone). Farida Patel reflects on how environmental education and human rights are so interlinked and how they complement each other. She tries to clarify what is meant by human rights and by environmental education and provides some insights on their relation to the South African National Curriculum.

Vitalis from Zimbabwe and Alistair from South Africa report on a workshop organised in Zimbabwe aiming at strengthening environmental education in schools. In this article they give a summary of the workshop activities and recommendations to plan the way forward. Kim Ward, the co-ordinator of the Learning about Forests programme in Europe reports on the different programmes being implemented by the Foundation for Environmental Education.

In Lusaka, WWF Zambia organised a workshop for environmental journalists which aimed at giving participants tips on how to report environmental issues. In this article Justin Lupele reports on different views presented at the workshop by Zambian educators. An article from Janis O'Grady from KwaZulu-Natal focuses on farm worker workshops on endangered species. She explores some stories and the usefulness of using indigenous knowledge to promote environmental protection. Alistair, who has been supporting the development of an environmental education course in Namibia, reflects on the process of adapting and developing an EE course for adult learners.

The next four pages are dedicated to some articles on the World Summit on Sustainable Development and some of the progress and ideas that different groups are having. New websites have been launched (in different languages), meetings and workshops are taking place and movements to celebrate good practices are being established.

A range of EE activities have been taking place in the SADC region including courses for the industry sector, radio programmes for children, resources to support EE programmes and also some infrastructures being built to support EE processes. This bulletin provides some brief reports on these activities.

In our section dedicated to the development of new resource materials we have three articles by people directly involved in the production of these resource materials. The first one is by Elizabeth Martens on a new wetlands booklet focusing on water, life and culture. The second resource, reported by Lausanne Olvitt, is about toolboxes to support EE processes in South Africa. Lastly, Bridget Ringdahl reports on a pack of resources to address the cholera outbreaks in KwaZulu-Natal named "Sanitation Works" series.

I hope you enjoy your reading and I am looking forward to hearing comments from you and, of course, receiving your articles.



Vlady Russo

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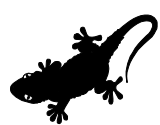
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# Articles

## EEASA recent developments

During the last EEASA Council meeting, held in January 2002 in Pretoria (South Africa), the new EEASA Honorary President and Honorary Secretary were elected. The EEASA President is now Innocent Hodzonge from Zimbabwe and he is working for Environment 2000, an organisation that supports environmental competitions and development of school based environmental policies and management plan. The Secretary is Vlady Russo from Angola and he is currently working for the SADC Regional Environmental Education Centre in South Africa supporting the development of resource materials for the SADC countries.

The recent elected people are not new Council Members and they have been supporting EEASA for a couple of years. Their new challenges, together with the other Council Members, will be the production of the EEASA Journal of Environmental Education, the contribution of EEASA towards the World Summit on Sustainable Development (in terms of environmental education) and also the next EEASA conferences, among other projects in which EEASA has been involved.



*Innocent Hodzonge, the new EEASA Honorary President.*

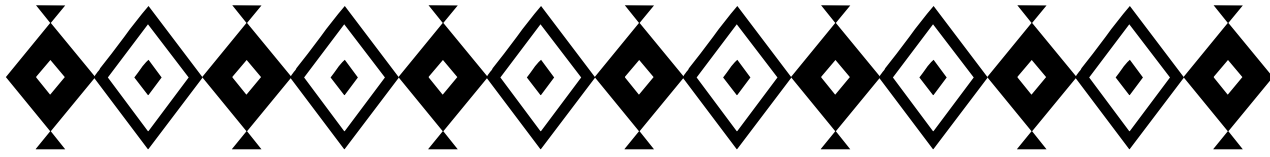
Another development in EEASA is the new EEASA Administrative Secretary. Elizabeth Martens who has been with EEASA for the past two years is leaving us. She was an incredible hard worker person who has contributed a lot for the smooth running of EEASA. She took over from



*Thobile Dlamini and Elizabeth Martens.*

Clare Holland in August 2000, after attending the Swaziland conference and becoming familiarised with EEASA members and EEASA activities. Elizabeth was also responsible for the EEASA Source Book and contributed a lot on the previous EEASA Bulletin. Thanks Elizabeth and the EEASA Council wishes you all the best in you life and successes in the field of environmental education.

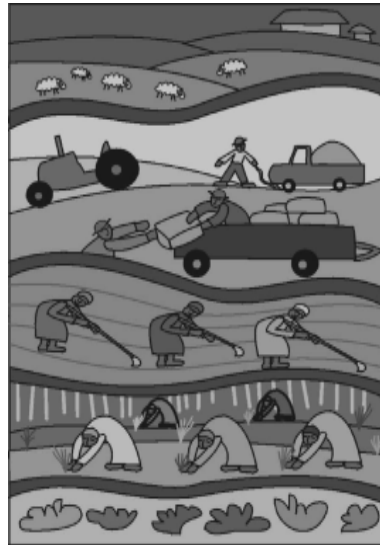
The EEASA Council also wishes to welcome the new Administrative Secretary as from the 1<sup>st</sup> March, Thobile Dlamini. She is an enthusiastic young lady which has been working as a volunteer for the Wildlife and Environment Society of South Africa for a six months practical towards her Tourism Management diploma through Technikon Natal.



# Community-based wildlife conservation in Zimbabwe

*Ngoni Chiweshe*

As unspoiled ecosystems in Africa become increasingly isolated and fragmented, the importance of finding sustainable solutions cannot be over-emphasized. Such urgency is raising expectations for community-based wildlife management projects, especially because there are few alternatives beyond the traditional approaches of fencing and wildlife enforcement officers, which have generally failed.



Throughout much of southern Africa impoverished rural communities living in wildlife areas are participating in community-based wildlife management schemes. Their involvement entitles them to revenue shares earned by wildlife utilisation activities in their areas but also requires them to participate in the management of the wildlife resources to help sustain these revenues. The expectation of these schemes is that communities will become vital allies of the wildlife management effort, resulting in net increases in sustainable and commercially competitive wildlife products.

Zimbabwe, through its Department of National Parks and Wild Life Management, was one of the pioneers in community-based wildlife ma-

nagement projects and has promoted a variety of efforts supporting this initiative. All document some degree of success in terms of reductions in poaching through employment of local village scouts, improvements in community welfare, greater understanding of management issues by community leaders, and stronger private sector commitment to the resource.

Traditional rural communities in Africa are built on social and spiritual structures, which community-based wildlife management projects might not fully take into account and, as a result, households may not respond as predicted to the economic incentives provided. Hence, it is essential for community-based wildlife management projects to have

ongoing monitoring programme for studying such responses to identify potential problems and ways the project can be adapted in order to improve its performance.

The main aim for initiating most of the community-based wildlife projects in Zimbabwe was to get a sustained income from wildlife through safari hunting. This was to be the principal source of benefits for promoting acceptance by and involvement of local communities. Unfortunately, in Zimbabwe, the historical background and cultural beliefs has made some of these projects to go far below expectations.

My advice is that, if community-based wildlife management projects are to provide a realistic approach for rural development and conservation in Southern Africa, they will need to remain focused on their primary objective of supporting human needs from sustained resource use with guarantees that such support is legally protected and derived by community involvement in the management effort.

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## Teaching and learning for a sustainable future in southern Africa

Godwell Nhamo

A CD Rom on *Teaching and Learning for a Sustainable Future* in southern Africa Version 2002 has been produced. This follows initiatives funded by UNESCO and South African's National Environmental Education Programme (NEEP) through Share-Net, an education resource development initiative of the Wildlife and Environment Society of South Africa (WESSA) towards the review and adaptation of the UNESCO CD ROM on *Teaching and Learning for a Sustainable Future* for a southern African context. This followed a 6-day workshop by the southern Africa Task Team, which took place at Rhodes University's Environmental Education Unit in Grahamstown, South Africa from 2-7 December 2001.

The southern Africa Task Team comprised of individuals and groups of individuals who were divided into mutually complementing categories that reflected their vast experience and expertise in the development of environmental education and learning resources and CD ROM technology. The distinctive individuals and groups for the Task Team included people from South Africa, New Zealand, Denmark, Zimbabwe and Angola.

The Task Team generally accepted that the UNESCO CD ROM was more suitable for environmental education (EE) professionals working in teacher education. This meant that the material would need some kind of adaptation if it were to be used as a professional development resource catering for a broader users' base.

The southern Africa CD ROM Version 2002 has been developed as a resource to provide global perspectives on localised curriculum development work. In this way, the CD ROM will provide additional material that will enable educators to improve the quality of environmental learning programmes in formal and non-formal settings. In order to achieve this goal, the learning experiences in southern Africa CD ROM Version 2002 are based on the principles of effective

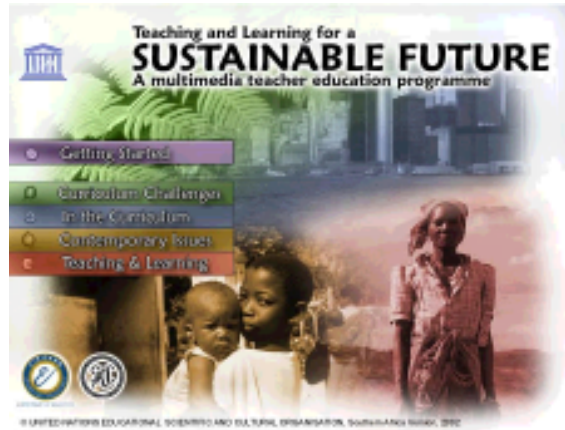
professional development, curriculum deliberation as well as local contextual action and critical review.

Like its UNESCO CD ROM counterpart, the southern African CD ROM version is also built around three major educating and learning principles namely: Curriculum Deliberation (formerly Academic Rigour); Local Contextual Action (formally Experiential Learning); and Critical Review and Reflection (formerly Reflection). It is expected that the new resource will be distributed widely for use in various southern African countries. Resources, permitting, the CD ROM will be reviewed as when required, ideally once every year or once in two years.



The review and adaptation process was certainly an eye opener. Apart from confirming that knowledge is, indeed cumulative, it also demonstrated the North-South and South-South co-operation in resource materials development. The adaptations made, scaled down the UNESCO CD ROM to the southern African context. Given more time, more could have been done. The idea of the Task Team embarking on a continuous reviewing of the resource to check for further editorials, especially linkages is also taking place and will certainly improve on the quality

of the resource. However, the Task Team has to work swiftly to make the necessary amendments before the final version is published possibly by end of January 2002.



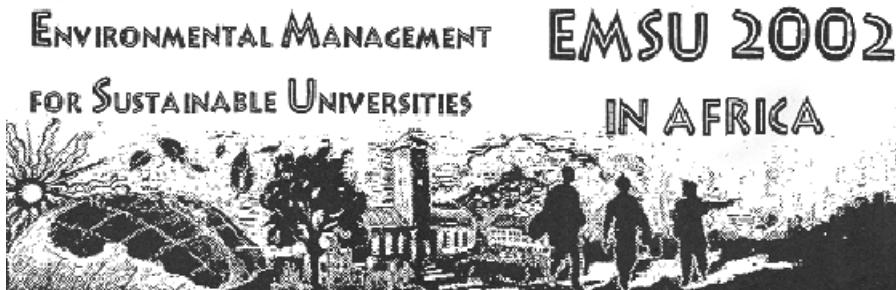
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## SUSTAINABILITY AND TRANSFORMATION IN HIGHER EDUCATION

### INTERNATIONAL CONFERENCE

11 - 13 September 2002, Rhodes University, Grahamstown, South Africa



For more details visit the EMSU website at:

<http://www.ru.ac.za/environment/emsu.html>

or contact Karin Prigge: Tel & Fax: +27-46-622 6242,

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## All things are connected

*Chisekwa Nsamvu and Simone Bechtel*

*Close your eyes and imagine you are again a child. Sitting in a forest, under the shadow of old miombo trees, with your friend and listening to the sound of bees, crickets, different birds, a flowing river and the breathing of your neighbour. Close your eyes very much and listen to the sound of the wind and feel the air going over your skin. It is the first time you can see old trees like this. Where you come from trees have been cut down to give way to people to build their walls and sandy roads around your compound. But how are you connected to this area? ...*

“All things are connected”, was the theme of the hands-on pilot project at Forest Reserve No. 27, east of Lusaka in the Chalimbana Catchment area in Zambia, which is the last intact Forest Reserves around Lusaka.

The Chalimbana River and its tributaries drain a catchment area. Small-scale farmers and commercial farmers exerting pressure on the forest resources surround the Forest Reserve.

A few years back this Forest Reserve of 1 764 hectares had to face a great controversy concerning the construction of a golf course, which was contradictory to conserve the



*While club members were planting some trees some footage was being taken for the Chongololo Television.*

natural beauty and ecological importance of the miombo forest itself. Some people from the communities around the Forest Reserve also realized that the proposed project would interfere with the source of the Chalimbana River, which is the source of water to most of the people in Lusaka East.

The degazetting of the Forest Reserve in 1983 resulted in the area being environmentally vandalized by the local communities through charcoal burning, subsistence cultivation and riverbank building material mining. This uncontrolled exploitation of the Forest Reserve led to the drying up of the tributaries that used to recharge the Chalimbana River. After a long tug-of-war between the local community and the investors, the government re-

gazetted the Forest Reserve No. 27 as a protected forest area under the Forest act.

From the 15<sup>th</sup> to 19<sup>th</sup> October 2001 the Wildlife and Environmental Conservation Society of Zambia (WECSZ) launched a five-day pilot hands-on programme for their environmental education programme the “Chongololo and Conservation Clubs of Zambia” in this area. 18 clubs with 246 club members and 22 club leaders participated in this project.

The hands-on environmental education project sponsored by the SADC Regional Environmental Education Programme provided an opportunity for the participating club members to experience and learn about the importance of there

neighbouring forest reserve, the biological diversity of the forest, economical, social and cultural values of this forest, as an example for others in Zambia.

The project had an integrated approach, which involved a variety of components such as:

1. Lectures on the history of the forest, importance of forests, invasive species and nursery establishment.
2. Hands-on activities such as:
  - a.) spot weeding of indigenous trees in the forest to encourage regeneration of small trees, which may be destroyed by fire,
  - b.) manually removing of water, nutrients and shade competitors, the invasive species and
  - c.) games, sketches and poems about the forest resources.
3. A project for collection of seeds for use in establishing indigenous tree nurseries for each Chongololo and Conservation Clubs in readiness for the 2001/2002 Tree Planting Campaign.
4. Nature trails to observe some signs of environmental and ecological disturbance and to see the source of the Chalimbana River.
5. A series of EE resource materials were developed to assist clubs to undertake follow-up activities. A brochure was prepared to expose specific interesting or noteworthy aspects of the Forest Reserve such as “How we are connected”, “What is a Forest Reserve”,

“Which type of woodlands you can find”, “Benefits of the Forest Reserve”, “Impacts of humans on natural resources, effects of deforestation”, “What can you do to halt deforestation?” and information about invasive species. A poster, which is saying that Zambia’s Forests are being lost at a fast rate, is questioning the clubmembers to think about what are the reasons for this are.



A nursery establishment and management brochure and a poster will help clubmembers to collect seeds in the right way and to successfully establish a nursery at their club.

The hands-on environmental education programme has provided an opportunity for clubmembers of the Chongololo movement to experience and learn about the importance of forests and especially this forest reserve in Zambia. The club members learnt that “all things are connected”, if you cut down the trees, the streams and rivers dry up, animals and insects become vulnerable to destruction, humans also get affected by drought, therefore, when one thing in the web of life is tampered with then the whole chain of life is affected.

It helped them discover the biological diversity and how this forest is related to our livelihood,

culture and our quality of life. They appreciated what is involved in the management of forests as well as how utilization is an integral aspect of forest conservation. The participants further appreciated the broader ecological, social, cultural, spiritual and economic values of a forest.

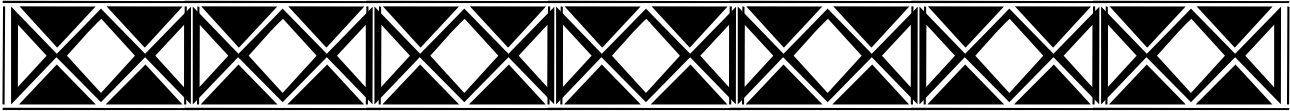
Other than just coming to attend indoor lessons, Chongololo club members got practically involved in forest management activities. Partly due to financial constraints and partly due to a lack of confidence in doing it on their own, clubs found this outdoor activity benefiting and considered it a chance of having a field trip, which is a rare opportunity.

*Imagine you are back to childhood and a member of the Chongololo movement. Sitting in the Forest Reserve with your club listening to the flowing sound of the Chalimbana River, breathing the clean air the miombo trees are producing and realizing how you are connected to this area and our environment. Can you...?*

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# Environmental education and Human Rights

Farida Patel

At the beginning of this year I was privileged to be a participant in a two-week 'Peace and Anti-Racism' education programme run by Umtapo – an NGO. Recently, when I was asked to present a talk at the AGM of the KwaZulu-Natal Environmental Education Forum focussing on "EE and Human Rights" I was forced to revisit the concept 'Human Rights' that I had engaged with about ten months ago. Besides a vague rhetoric that spouted 'rights,' smacked of sloganism and said nothing else, I could not remember. I needed to go back to the documentation for an understanding as accepted by the United Nations and South Africa.

Given my own inadequacies, as identified above, I was keen to find out what learners and educators understood by Human Rights and the Bill of Rights. I then carried out a snap survey at the site where I teach – a middle-income secondary school with qualified personnel. I asked two questions – What do you understand by **Human Rights**? - What do you understand by the **Bill of Rights**?

## Human Rights

Learner responses in the main were – don't know /the right to freedom/ rights of the individual. Only one learner out of the ten asked the question alluded to issues of housing, food, freedom and protection from crime. The learning for me was that learners

were unable to state what **Human Rights** meant. The same emerged for the ten educators questioned – only the educator who taught **Human Rights**, as part of his discipline was able to share what it meant with me. For the rest responses varied from vague generalisations to I don't know.

## The Bill of Rights

Only two learners recognised this as a South African document that was part of the Constitution. For one learner it was in a book that one got from a post office. For another it could be found in the library. For the rest – they did not know. Educators were not very different from learners – two recognised immediately that the Bill of Rights was part of the South African Constitution. One said I could find it in the library; another referred me to the Unicity offices at the city hall; the rest did not know.

I will return later to these vague understandings/lack of understandings and their implications with regard to the curriculum.

## What are Human Rights?

According to the SAHRC **Human Rights** are the rights and freedoms which it is generally agreed that everybody has from the moment of birth, simply because they are human beings. They are not privileges which need to be won and they

apply equally to everybody, regardless of age, sex, race, ethnicity, wealth or social standing. Because they are rights, they cannot be taken away from anyone by the government – although they can be limited and sometimes suspended during states of emergency (SAHRC, 1999).

**Human rights** emerged as a consequence of abuses suffered by humans during World War II. Members of the United Nations wrote the Universal Declaration of Human Rights in 1948. Further documents were subsequently added to the Universal Declaration of Human Rights – these are known as *International Instruments*. Besides the United Nations, groups of countries have also written *Regional instruments* - such as the document for Africa called the African Charter on Human and Peoples' Rights – often referred to as the African Charter (*ibid*).

## What is a Bill of Rights?

A **Bill of Rights** is a document which is similar to an international instrument – but it only works in the country in which it was written. It is a list of human rights which a country decides all its peoples should have. **Bills of Rights** are often included in the constitution of a country – as has been done in South Africa (SAHRC, 1999).

For South Africa Chapter 2 of the constitution contains the **Bill of Rights**. **Human rights** protected in the **Bill of Rights** are:

- \* Equality
- \* Human dignity
- \* Life
- \* Freedom and security of the person
- \* Slavery, servitude and forced labour
- \* Privacy
- \* Freedom of religion, belief and opinion
- \* Freedom of expression
- \* Assembly, demonstration, picket and petition
- \* Freedom of association
- \* Political rights
- \* Citizenship
- \* Freedom of movement and residence
- \* Freedom of trade, occupation and profession
- \* Labour relations
- \* Environment
- \* Property
- \* Housing
- \* Health care, food, water and social security
- \* Children
- \* Education
- \* Language and culture
- \* Cultural, religious and linguistic communities
- \* Access to information
- \* Just administrative action
- \* Access to courts and
- \* Arrested, detained and accused persons.

(SAHRC, 1998)

27 categories appear in the Bill of Rights and I, at the best of times, remember just 5 as belonging to the Bill!

**What is Environmental Education?**

If it is accepted that the environment, in its broadest sense, is understood as a

multidimensional complex set of interacting social, economic, political and biophysical factors, then it will also be



accepted that environmental issues are complex and multidimensional. This then demands a broadened understanding of environmental education – one where environmental education processes compare the past environment to the present, plan for a better future, take action and attempt to engage with and improve constraints encountered along the way (Teacher Education Working Group Discussion Document, 2000).

The above understanding of EE is familiar to most of us here today. As I grappled with the issue of EE and Human Rights I asked myself the question – what is education for? If, as suggested by Hodson (1999), education is for social reconstruction – an ideology I subscribe to – then education must also, amongst others, confront and eliminate racism, sexism, classism and other forms of discrimination including scapegoating and injustice. Such an education – for empowerment – must recognise that the environment is not a ‘given’ but a social construct. A social construct in two senses:

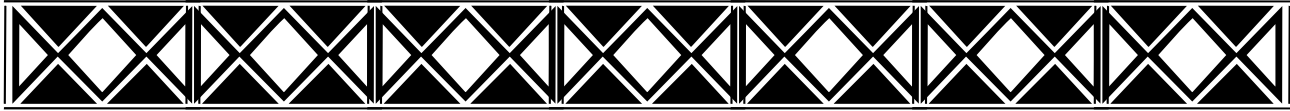
- we act upon and change the natural environment and so construct and reconstruct it through our social actions; and
- we perceive that is dependant on the prevailing socio-cultural framework. Thus, our concept of ‘environment’ itself is a social construct and so could be different. (Hodson, 1999)

If the environment is accepted as a social construct then environmental issues are social issues and include human rights. It would not be possible then to envisage an environmental education that excludes human right issues. Education in and through the environment therefore has much to contribute in assisting social reconstruction and empowerment – an essential aspect of transformation in South Africa at this moment in time. I say this because my current experiences in South Africa as a South African say to me that contested issues at present include race, sex/gender, socio-economic class, land redistribution, resource distribution, pervasive violent crime – amongst others.

**Environmental Education and Human Rights and the Draft Revised National Curriculum Statement**

As I read through the overview of the Draft Revised National Curriculum Statement, dated 30 July 2001, I came across on page 28 the section titled Social





and Environmental Justice, Human Rights and Inclusivity (Government Gazette, 2001). The first paragraph states: *The Revised National Curriculum Statement has tried to ensure that all Learning Area Statements are infused with the principles and practices of social and environmental justice and human rights as defined in the Constitution.* A reading through chapter 4: Learning Areas and Outcomes revealed the following:

**Languages – Unique Features and Scope**

The Languages Learning Area contributes to the curriculum by:... Providing a means of conveying information and promoting many of the goals of science, technology and environmental education.

**Mathematics – Purpose**

The teaching and learning of Mathematics aims to instil in learners: ... A critical awareness of how mathematical relationships are used in social, environmental, cultural and economic relations.

**Natural Sciences – Purpose**

Science and Society: ... Careful selection of scientific content ... should promote understanding of science(s) ... contribution to social justice, societal development and responsibility towards oneself, society and the environment.

**Social Sciences – Purpose**

In Geography, specific purposes are the development of: ... A critical awareness and

understanding of environmental and social issues...

**Life Orientation – Purpose**

Life Orientation will further assist learners to make informed, morally responsible and accountable decisions regarding ... the environment.

**Economic and Management Sciences – Unique Features and Scope**

Reconstruction, Growth and Development: A critical approach ... and respect for the environment and human rights and responsibilities will be developed in this feature.

**Technology – Unique Features and Scope**

Technology and Society: ... There is ... a need for learners to understand the inter-connections between technology, society and the environment.

Where a Learning Area has not been mentioned the infusion of the principles and practices of social and environmental justice and human rights has happened so well that I was unable to locate the principle(s) and/or the practice(s).

My concern with the suggested infusion arises from self-reflection and learnings from my snap survey on understandings and knowledge of human rights. This concern is deepened when I recognise the marginal status afforded environmental education in curriculum and the field of curriculum studies. As a teacher,

I believe, that the Draft Revised National Curriculum Statement makes assumptions about educators and their knowledge of environmental education, human rights, environmental justice and social justice. It is these assumptions and silences around the assumptions that need to be unpacked and interrogated if education is to achieve the goal of social reconstruction and empowerment. Equally important for me, as a teacher, is how does the infusion of principle and practice of social and environmental justice and human rights become part of actual practice – given the lack of knowledge and / or understanding at the level of the classroom and I will be bold enough to suggest even beyond the classroom in the higher echelons of education!

In the preface to the Overview of the Draft Revised National Curriculum statement, the Minister of Education Professor Kader Asmal states: *This curriculum is written by South Africans and for South Africans who hold dear the principles and practices of democracy. It encapsulates our vision of teachers and learners who are knowledgeable and multi-faceted, sensitive to environmental issues and able to respond to and act upon the many challenges that will still confront South Africa in this twenty first century.* In the light of the challenges I raise with regard to assumptions and silences and the lack of knowledge and

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understanding on environmental education, human rights, environmental justice and social justice I believe that the Minister's statement will remain at the level of rhetoric – a statement imbued with the right amount of 'correct global vagueness'. It is this 'correct global vagueness', which, if left unchallenged will perpetuate social reproduction and disempowerment.

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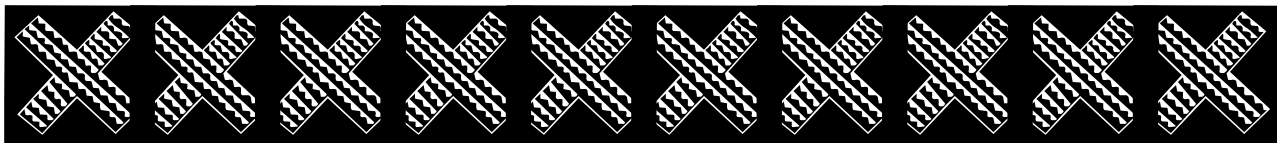
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## Attachment Programme



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: 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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E-mail: sanele@futurenet.co.za



## Strengthening Environmental Education in Schools: A short workshop in Matabeleland South

*Vitalis Msimanga and Alistair Chadwick*

### Background

Recently, a workshop was conducted as a result of the recognition that teachers play a pivotal role in helping pupils develop problem-solving skills, believed by many to be a prerequisite to better and/or sustainable management of the environment. Many also believe that teachers can help increase community awareness about environmental issues and mobilise local people for action. This workshop therefore sought to bring together Education Officers, Principals and other key players in formal primary education in order to develop strategies for strengthening EE processes in the formal curriculum. This workshop was a result of funding and support made available through the SADC Regional EE Programme (SADC-REEP).



### Summary of Workshop activities

Although the workshop was only three days long, a home assignment was included in the invitation letter. It sought the participants' perceptions of EE,

its place in the curriculum and how EE processes can be strengthened. Within a number of districts, workshop participants were able to meet prior to the workshop in order to discuss the group presentations that they were required to develop as part of their home assignments.

During the group presentations participants showed that they had done a lot of research on the assignment as they quoted reputable sources on the subject. Many participants, however, failed to include their own perceptions of EE and EE processes, but rather relied on what other people have said and done.

### The workshop

The workshop included 29 participants, three of whom were facilitators. It lasted three full days, and began with a brainstorming session in which participants were required to define the environment and other key concepts. Although participants were able to give a multidimensional view of the environment according to the current literature, the notion of this being socially constructed was lacking. The facilitators, each of whom had participated on the five-week course on EE Processes in Formal Education (funded by Sida) successfully guided the participants through

this concept and repeatedly referred to it during the workshop.

An important session focused upon "EE and its processes in the formal curriculum". This session was the basis of the home assignment and participants used material from their presentations to make meaningful and enlightened contributions. The session was highly academic. Consensus was reached that **EE processes cut across the curriculum and therefore EE cannot be viewed as a distinct subject or package.**

The participants wanted to know whether there was a guiding national (Zimbabwean) EE policy and in what institutional context the workshop was being held. As is the case with many SADC countries the policy has yet to be finalised. Thus the workshop was strategic in that it was future-oriented.

### An excursion to the local business centre

The participants walked to a local business centre, which is situated in a rural setting. Shops include some small retail businesses like bottle stores and butcheries. The clientele consists of local civil servants, travellers and community members.

The purpose of the visit was to observe and identify environmental problems and issues predominant in that environment. The participants had to relate these issues to the social, political and biophysical dimensions of the environment. They identified soil erosion, waste disposal and the spread of HIV as the main environmental issues to be addressed. During the plenary discussion problem-solving actions were suggested. Opportunities for involving pupils in EE processes in the formal curriculum

The first thing done was to create a framework for identifying these opportunities. Participants eventually agreed on the following framework (using the Environmental Science syllabus as the entry point):

After this participants went into groups and examined the different syllabi using the above framework to identify the opportunities that existed for involving learners in EE processes.

The participants noted the following:

1. There is an overlap of the different environmental dimensions in a concept.
2. It was easier to use the framework for Environmental Science than other subjects.
3. There was a need to refine the framework so that it is adaptable to other subjects.



### Methodology

The methodology found in the environmental Science Syllabus was found to be highly relevant to the involvement of pupils in EE processes. Importantly, there was consensus that this methodology was generally applicable to all subjects. It encourages active learning (rather than passive ‘absorption of informa-

tion) and includes field trips, problem-solving, experimentation, projects, demonstrations, games, drama, simulation and case studies. It was agreed that the thrust should be on tapping pupils experiences and prior knowledge and on creating challenging learning situations in which children make meaningful decisions instead of memorising facts about the environment.

Participants planned lessons, rehearsed them and presented them in groups to establish the practicability of the suggested methods. Interestingly some lessons were still clearly dominated by the teacher’s thoughts, which did not promote open-ended inquiry.

### Planning the way forward

In planning the way forward the participants were asked to detail how they would share their experiences with their colleagues at school, cluster and district level. The following activities were suggested:

1. Reports would be forwarded to cluster leaders who would forward them to the course organisers.
2. Action plans would be discussed and finalised with the District Education Officers to ensure their support.
3. School-based activities would start as soon as possible.
4. Other schools would be invited to cluster meetings/workshops and strategies would be developed.
5. Participants were to work together as groups in the individual districts.
6. Participants would supply information on progress made by responding to a questionnaire sent to them.

### An evaluation of the workshop

There were a number of important weaknesses to the workshop. These included the following:

1. There was not adequate time for the facilitators to meet and share ideas before the workshop due to job

commitments. The facilitators had to trust the workshop coordinator with the programme he had designed.

2. Some participants had to travel long distances to the venue making it costly and tiresome.
3. In the workshop evaluation participants indicated that the programme was rather congested and more time, e.g. a whole week, could have been used.
4. A few of the participants seemed to struggle with the high level of deliberation. They foresaw obstacles in explaining concepts to their peers at school and cluster level.
5. There was an evident need for the organisers to design certificates of attendance for the participants to motivate them for action.

There were also a number of important strengths. These included the fact that:

1. The orientation that took place on the eve of the workshop prepared the participants psychologically for the programme.
2. The home assignment was particularly instrumental in helping participants conceptualise EE processes to the extent that they are embedded in the formal school curriculum.

3. The high level of deliberation stimulated thought and generated a lot of ideas amongst the participants.
4. The participants were hand-picked for the workshop in order to ensure maximum participation. Most of them made well-thought out suggestions on strategies for promoting EE processes in the curriculum. One participant suggested we adopt the 'AIDA' approach:

- A - Develop awareness first among the stakeholders
- I - Develop interest
- D - Make meaningful decisions
- A - Take action

5. The facilitators allowed the participants to reflect on suggestions relying on their own practice. No ideas or deadlines were imposed on the participants.
6. The venue was ideal for the workshop programme as there were no opportunities for playing truant.
7. The facilitators were already highly regarded leaders of a very successful programme in the ministry of education.

Given the foregoing, it is safe to conclude that the participants expectations were met beyond any reasonable doubt. Very encouraging remarks were bade about the quality of facilitation and session content.

**Recommendations for future**

**workshops:**

1. A workshop of this nature should take no less than a week.
2. If it is possible funding for such a workshop should take into consideration a one-day follow-up meeting including the same participants 6 to 12 months after the workshop.

Select one or two of these participants to attend some of the short term EE courses on offer through the SADC REEP, i.e. at the SADC REEC in Howick (South Africa), ACTION Magazine/Mukuvisi in Zimbabwe, or Mokolodi in Botswana in order to further develop them and widen the environmental education human resource base.

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*Alistair Chadwick is from the SADC Regional Environmental Education Centre and can be contacted at: E-mail: alistair@futurenet.co.za*

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## Foundation for Environmental Education stretches into Africa

Kim Ward

Foundation for Environmental Education (FEE) is a non-profit, non-governmental organisation consisting of member organisations representing 26 countries in Europe and more recently, South Africa. Although FEE used to be based in Europe only (until recently it was known as the Foundation for Environmental Education in Europe - FEEE), today membership is open to countries all over the world.

Since 1981, FEE has actively promoted and supported education about the environment and sustainable development through several international programmes, which aim to deliver Agenda 21 commitments and involve people of all ages and nationalities through both formal and informal education. These programmes include:

**Blue Flag** – a campaign for beaches and marinas that aims to promote clean and safe beaches and marinas, educate the whole community in protecting the coastal environment and encourage voluntary involvement in environmental action. The Blue Flag itself has become a respected eco-label and is awarded to beaches that meet certain criteria of water quality, safety, services and education. More than 2750 beaches and



marinas participate in the Blue Flag Campaign, which operates in 24 countries.

South Africa's first beaches to be awarded with a Blue Flag include Lookout Beach (Plettenberg Bay / Western Cape), Humewood Beach (Port Elizabeth / Eastern Cape), and in KwaZulu Natal, South Beach Durban, Margate Main Beach and Willard Beach. The Flags were awarded in October 2001.

**Eco-Schools** - a flexible way of supporting environmental education through classroom study and applying this to the day-to-day running of schools. The Eco-Schools programme provides a framework for a practical application of Local Agenda 21 and encourages environmental responsibility both at home and in the wider community.

Schools throughout southern Africa have been developing school environmental policies for improving the management of their schools. There are many similarities between this process and the Eco-Schools programme which may be developed in South Africa in the near future.

**Young Reporters for the Environment** – a network of over 3000 students in ten countries that works as a virtual press agency to deliver environmental news. Secondary schools form press teams to work on their chosen subjects such as organic farming or waste collection. The teams are grouped under six topics: agriculture, energy, coastline, cities, waste and water.

Young Reporters will be coming to Johannesburg in September for the Earth Summit. A team will be chosen from those who submit the best articles on topics related to sustainability.

**Learning about Forests** – a programme that aims to encourage school classes and teachers to use forests in educational activities. The objective is to equip the teachers and pupils with the necessary





tools to go to the forest and learn from it and with it.

All member organisations of Foundation for Environmental Education are encouraged to participate actively in any or all of the FEE programmes. More details on these programmes with details of participating countries and shared experiences can be found on the websites below.



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Fax: +45 33 79 01 79  
E-mail: [kwa@friluftsraadet.dk](mailto:kwa@friluftsraadet.dk)

**For more information see:**  
Foundation for Environmental Education (FEE)  
[www.fee-international.org](http://www.fee-international.org)

Wildlife & Environment Society of South Africa (WESSA)  
[www.wildlifesociety.org.za](http://www.wildlifesociety.org.za)

Blue Flag  
[www.blueflag.org](http://www.blueflag.org)

Eco-Schools  
[www.eco-schools.org](http://www.eco-schools.org)

Young Reporters for the Environment (YRE)  
[www.youngreporters.org](http://www.youngreporters.org)

Learning about Forests  
[www.learning-about-forests.org](http://www.learning-about-forests.org)

**South Africa is one of the newest members of FEE. In June 2001 the Wildlife and Environment Society of South Africa (WESSA) became the official representative for South Africa in the Foundation for Environmental Education network and the first member of FEE outside Europe.**



## **Australian Association for Environmental Education 12th Biennial Conference Griffith University, Brisbane, Australia**

**2-6 July 2002**

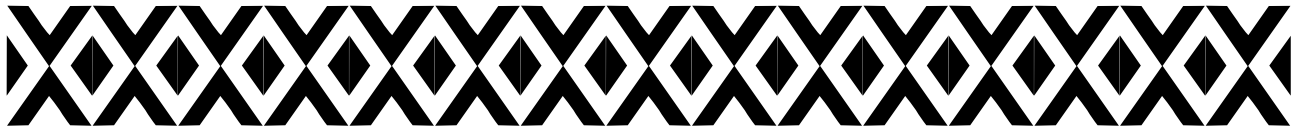
### **CALL FOR PAPERS**

#### ***Sustaining Environmental Education: Celebrating Diversity***

The 12th conference of the Australian Association for Environmental Education will provide an opportunity for environmental educators from universities, national parks, pre-schools and schools, private industry and government agencies to take part in presentations and workshops that celebrate our diversity as educators and that offer us ways of sustaining ourselves in our work. Sub-themes include Foundations of Environmental Education, Environmental Education at the Cutting Edge, Creating and Sustaining Diversity and Sustaining Ourselves.

A call for papers (in .pdf format) can be downloaded from: [www.olt.qut.edu.au/udf/aaee/](http://www.olt.qut.edu.au/udf/aaee/)

For further information contact:  
Jo-Anne Ferreira, E-mail: [J.Ferreira@mailbox.gu.edu.au](mailto:J.Ferreira@mailbox.gu.edu.au)



## Jornalism teachers get tips

*Justin Lupele*

Zambian journalists are said to be concentrating on converging politics, neglecting environmental and developmental issues. Some environmentalists have argued that both the print and electronic media seldom cover environment-social development related issues.

The million Kwacha question is: are our scribes adequately trained in environmental reporting?

It was against this background that the WWF Zambia Education Project in collaboration with the SADC Regional EE Programme held a media training of trainers workshop in environmental report from 25 - 26 October, 2001 at Lusaka's In-Service Training Trust.

The workshop was aimed at sensitising media trainers from journalism institutions that included the University of Zambia, Africa Literature Centre, Norma Jean Broadcasting and Communication College, on the need for comprehensive environmental reporting in the journalism curriculum.

Others were practising journalists who are members of



*Justin Lupele and Lilian Ntalasha from the Curriculum Development Centre in Lusaka in an excursion to the South Durban Basin.*

Zambia Independent Media Association (ZIMA), a Zambian chapter of Media Institute of Southern Africa (MISA).

**"...are our scribes adequately trained in environmental reporting?"**

The workshop was sponsored by the SADC Regional Environmental Education Programme.

Officially opening the workshop, Environmental Council of Zambia director, James Phiri, said the workshop came at the right time when the media was said to be concentrating on political news reporting.

He said there had been a lot of debate on whether or not the media in Zambia was doing enough in environmental news.

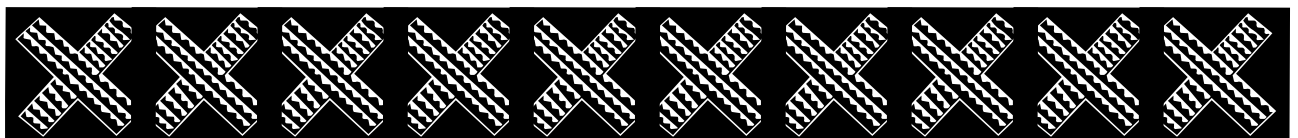
He challenged the media trainers to help the journalism fraternity regain its lost glory in the wake of accusations that they were politically biased in their quest to inform and educate the general public.

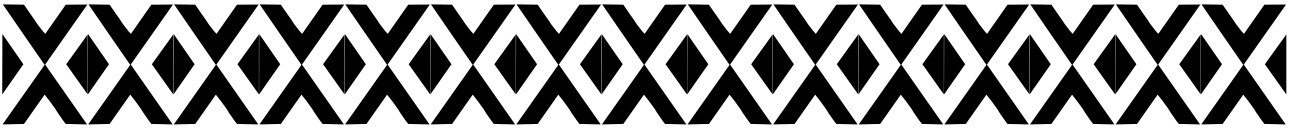
"The challenge you face as trainers of your journalists is to change or reverse this public perception about your profession," he said.

According to Mr. Phiri, environmental news cuts across issues of national importance because the environment is the basis of all life on earth. He said for a long time most of the literature on environmental risks reflected a belief that engineers, scientists or other experts could objectively determine risks.

He said it was now common knowledge that the election of risks for public attention was based less on the scientific evidence or on the likelihood of danger and more on whose voice predominates in the evaluation and processing of information about hazardous issues and risks.

"It has become increasingly obvious that the current media training is limited in its ability to give citizens the knowledge, skills





and attitudes needed in the sustenance of life. It is my prayer that this workshop will highlight the relevance of environmental and other emergent issues in modern Zambia.”

ECZ senior education and communication officer, Kwali Mfuni also urged the journalists to intensify their efforts in educating people about the need to conserve the environment.

She observed that despite the fact that Zambia depended on the environment for sustenance and development, the harvesting of the natural resources were not sustainable.

Mfuni said the trend needs to be addressed not only for the well-being of the people but for the environment and the future if sustainable utilisation of natural resources is to be achieved.

She noted in her paper presented at the workshop that the media in Zambia had not done much to educate the masses about the need to conserve the environment. She further challenged all media institutions to broaden their coverage of issues that journalists focused on.

At the end of the workshop, participants agreed to form a Network that will spearhead

the integration of environmental reporting in the journalism curriculum. The initial idea will be the development of a curriculum framework that will include environmental reporting.

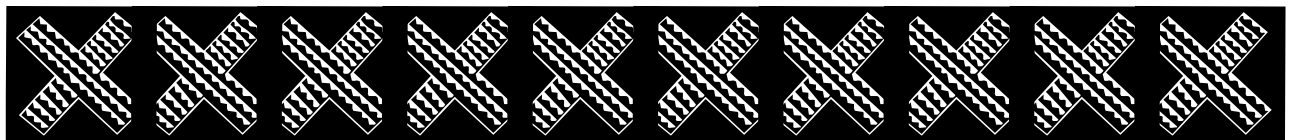
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*PO Box 50551 Lusaka, Zambia*



## Treverton Environmental Educators' Conference

**Treverton Prep School & College**

**Mooi River - South Africa**

**25 - 28 March 2002**

The purpose of this conference is to provide a forum for sharing and debating practical Environmental Education ideas for use in schools (including the use of computers and field work) in order to stimulate an interest in and awareness of EE.

The Conference aims to be as practical as possible, enabling participants to find out HOW to make Environmental Education work and not simply hear lots of theory. The three major legs on which the Conference stands are:

1. Adventure Education
2. Centre-Based Education
3. EE Curriculum Development and Environmental Policy

For further details contact the Conference Co-ordinator:

Mrs Janet Snow, Tel: +27-33-263 1251

E-mail: pro@treverton.co.za

## Farm workers participate in Farm Worker Workshops in KwaZulu-Natal

*Janis O'Grady*

The room fills slowly with people tired from a day in the field. They been pulling potatoes, herding cattle, cutting silage and baling hay. Hands and feet are caked in mud and the evening chill is setting in. Mothers still need to get home to cook the evening meal for their children and fathers need to cut firewood...

Benfred Dlamini from the KZN Wildlife (Nature Conservation Services) puts them at ease – jokes a little and brings them into the conservation. Then the workshop starts. The farm workers listen. They will all learn something new and Dlamini will also walk away a richer person.

Dlamini talks about nature conservation and the links between the 'non-living things' (soil, water, air and sun) and the 'living things' – the plants that are eaten by the herbivores which are eaten by the carnivores.

He then builds a pyramid of tins with the four elements forming the base. He places man at the top of the pile. He invites one labourer to pull from the pyramid the water tin. So the soil, air, sun, plants, animals and man clatter to the floor. Dlamini then explains that



*Dlamini holds a crane conservation workshop in Underberg.*

the tin making the loudest clatter is, of course, man. For man has the greatest impact on his environment.

**"indigenous knowledge is a conventional wisdom within which we often feel and know the 'what and how' of what matters for life in our given context... without the need to explain the facts of the matter."**

This method would be called an experiential approach, where conservation messages are communicated to defined target groups to get new meanings across to change awareness. (O'Donoghue, 1993).

Now Dlamini talks about endangered species and extinction. He asks the farm workers if anyone knows about the Dodo, the Kwagga, or the Dinosaur; if they know the

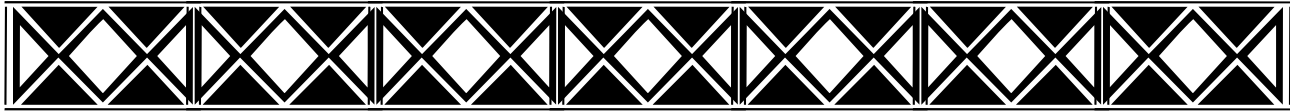
Wattled, the Blue or the Grey-Crowned cranes. And then he listens.

Long ago, it is said, if a man or a woman saw a pair of cranes dancing and calling, they believed that this display was especially for them and it was believed that either something good would come their way soon or that they should be careful about something.

And when cranes walk along a road, in front of cars, always running ahead then suddenly taking off, it means that a bad day is coming soon. It is said that the king would wear Blue Crane feathers in his headdress so that he knew when rain or a storm was coming.

Rob O'Donoghue and Edgar Neluvhalani (2002) say that this indigenous knowledge is a conventional wisdom within which we often feel and know the 'what and how' of what matters for life in our given context...without the need to explain the facts of the matter. Insight into the current threats to cranes is gained with every story, with every historical record of this common sense wisdom.

The workshop reaches its climax with this focus on



cranes, their wetland and grassland habitats and the threats to them. Posters are used to illustrate the differences between the birds and caps are handed to the person who responds best during the workshop.

I am the quiet observer who is learning the lingo and who is always trying to find ways of improving the participation in these workshops with farm workers. I know that I have also been inclined to be a seeker of an “aesthetic hyper-reality”, instead of putting my head down to investigate solutions to local environmental problems! So the challenges are huge.

Holding the workshops in Zulu ensures mutual understanding and interaction. Farmers seem agreeable that their staff are broadening their knowledge of conservation issues. However, the land is never idle and trying to find time in a busy farming schedule can be a nightmare. When it is not burning season, it is planting or harvesting or baling – and the farm worker must work long hours from season to season.

It is the farm worker who is in touch with the land, the creatures that reside there and the seasonal changes. How sad that with the “advent of the modern state, much of an earlier and local capital of knowing was assigned to the margins as myth and superstition”. And how sad that the farm worker today is subjected to so many unknowns - HIV/AIDS, land laws, poverty, wage disputes, severe weather

conditions – that he/she is losing that age-old connection with nature.



Instead of trying to foster behaviour and values changes, we as environmental educators should be bringing these farm workers on board with our field programmes. We should be guiding them to solve their own local problems with the most appropriate skills and resources available to them.

I want to be able to empower farm workers to become conservationists on the farms where they work and back at home in their own back yards – to encourage them to monitor rare species and to learn their biological make-up so as to be able to report back with pride.

My idea sits well with O’Donoghue’s CLEAR Principles idea: Community, Learning, Environment, Active Awareness and Resources. And then I would use the ACTION framework for fieldwork: Ask others, Check the fieldwork, Test the evidence, Inform others, Outline a plan of action and Network with others about my findings...

This method aims to provide tools to people who need to find their own answers to their own local problems by actively doing something about it. If poverty is forcing people to poach wildlife,

then an alternative protein source needs to be found, along with a food garden and awareness about the scarcity of the poached animals.

I agree with O’Donoghue that education is “reflexive social processes of evaluation and change through which people can restore and coexist within the earth’s capacity to sustain an interdependent system of living things”.

Meanwhile, my Masters in EE over the next two years will attempt to provide some answers towards the successful education of farm workers and their relationship with the land. Commercial farmers cannot be left out of an equation that is socially and politically complex and bombarded from every direction by a battered economy...

Oh, and then there are the cranes!

**References**

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2. O’Donoghue, R. & Neluvhalani, E. 2002. Indigenous Knowledge Some methods and methodological perspectives for school curriculum contexts. *Draft paper*, South Africa

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South Africa*

# The 'Namibiasation' of the Rhodes University Certificate Course in Environmental Education: The process thus far...

*Alistair Chadwick*

The implementation of the Namibia adaptation of the Rhodes University Course in EE got off to a smooth start with the conducting of the first national workshop at the beginning of the February 2002. Arriving at this point has required a lot of work, time and effort from a number of people over the past couple of years. The process undertaken is worthy of a close look, especially for those in course development and/or adaptation within the SADC region. It has involved the following steps:

## **Finding an institutional home**

Over the past few years much interest has been shown by Namibian EE practitioners in participating on the South African-based RU/Gold Fields Course in EE. For most prospective participants, however, the costs associated with traveling down to South Africa, nine or ten times during the period of a year, to attend contact sessions has been prohibitive. And thus the Desert Research Foundation of Namibia (DRFN) took the idea of adapting and developing the course for the Namibian context, and set the ball rolling.

## **Securing funding**

While interest in the course was evident from within all sectors, funding was made available specifically for the development and implementation of the

course within the informal and non-formal education sectors.

## **Marketing the course**

Before any decision was taken as to whether the RU course was appropriate for adaptation and implementation within Namibia, an advertisement was placed in one of the major newspapers, asking practitioners to respond, indicating their interest in participating on such a course. The response was fairly overwhelming, with just over 140 applicants, most of whom expressed the feeling that accreditation through Rhodes University was preferable, if not expected.

## **Deciding on the best 'route' for Namibia**

Offering a 'Namibianised' version of the above course that is accredited through Rhodes University requires that the course is faithful to the course orientation and, thus, to key educational ideas around which the course has been developed and redeveloped over the past ten years. Deciding whether Rhodes accreditation was most appropriate and/or suitable within the Namibian context was not a matter taken lightly however. It was, in fact, the focus of a week-long workshop, during which the course, its history and the key ideas informing the course were presented and discussed.

## **Meeting a request from the formal education sector**

Although the formal sector was not expected to play a role in the course, representatives had been invited to attend the above workshop and to make input. It was after the workshop had been conducted that the formal education sector, in the form of the recently initiated Namibian EE Programme (NEEP), approached the course coordinator with a request to participate fully in the first year (at least) of the course development and implementation process. Their participation in the course will involve four NEEP Technical Advisers (TA's) who will act as 'tutors-in-training' for approximately 20 Advisory Teachers. The supplementary texts, readings and assignments, prepared for South African teachers participating in the 2001 RU/GF course, will be used by this group. Of particular interest will be the adaptation of the assignments to allow for the development of contextual profiles of the 'districts' within which each TA is based.

## **Initiating an accrediting partnership**

A primary concern with this course is one of the sustainability over the long term. This is tied up with questions of accreditation, as a number of participants have expressed the





view that they would not participate on the course were it not for the premise of a RU certificate at the completion of the course. Countries that are keen to implement adaptations of the course, are encouraged to ensure that a local institution of tertiary education is involved in the course development process such that the institutions play by collaborating with RU (and with the SADC Regional EE Centre) in the development of the course, the local institution will eventually be in a position to offer a course of similar quality.

In this regard, Namibia has been very fortunate in having the Namibian Polytechnic keen to initiate a partnership from the very start of the course development process. And not only are they willing to explore opportunities for the long-term sustainability of the course but they are also going to conduct research focused on one or the other aspects of the course.

### **Obtaining support from the SADC REEP**

Another important component in the successes thus far in the development and implementation of the course has been the input provided by the SADC Regional EE Programme. At this stage, financial support has not been provided (or requested) but support has been provided in the form of moral and technical support. The technical support received has been from the SADC REEC, both via e-mail as well as at the initial workshop mentioned above and at the first

national workshop in February. This support will be ongoing throughout the year.

### **Tutor development and support**

None of the tutors on this Namibian course, bar one (Connie Botma), have participated in the RU courses conducted in South Africa, and so one might ask whether the tutors are suitably qualified to act as tutors on this course. The answer to this important question includes the fact that the most of the tutors have a long history in the field of EE. However, to ensure quality of this course in its first year, three 'activities', in particular, will be undertaken; firstly, each tutor will do four assignments over the course of the year, handing them in for assessment to both a Namibian resource person (Connie) and to a SADC REEC staff member. Secondly, the above SADC REEC staff member, who has been closely involved in tutoring processes in both Swaziland and South Africa, will be co-facilitating at each of the tutorials this year. And, thirdly, each tutorial will be preceded by a day-long tutor development workshop.

### **Deciding on the first year's programme of events**

It is because of the need for ongoing tutor support that there will be seven centralised (national) workshops this year, most (if not all) tutorials will be held when course participants request such, in between the above workshops, which fall within the period February to December 2002.

### **Further elements contributing to the successes achieved thus far**

A combination of hard work, tenacity and commitment on the part of the course coordinator (Georgie Frolich) together with strong moral and technical support from both within and outside of the country has provided the course with very sound footing.

The course coordinator, above, will be able to incorporate some of the course administrative and logistical duties within her present job description. And although sufficient funding for the running of this year-long course has not yet been accessed, accommodation for course participants has been provided free of charge at a centre just outside the city of Windhoek.

A further little bit of luck is also evidenced in the fact that there are no fewer than four researchers undertaking studies focussed upon the course. This research, together with the budding partnership developed between the Namibian Polytechnic and Rhodes University should certainly go a long way towards ensuring the long-term sustainability of this course.

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## New website on the process towards the World Summit on Sustainable Development

*Hans Peter Dejgaard*



The Danish 92 Group has launched the website [www.rio10.dk](http://www.rio10.dk), which aims to promote information sharing and coordination among the organizations and networks involved in the civil society preparations for the Johannesburg World Summit on Sustainable Development 2002. We offer this website [rio10.dk](http://rio10.dk) for free to Southern national networks to aid their preparation for the summit. In the current situation, with so few funds for the Southern preparation available, we consider it even more essential to make efficient use of websites and mailing lists.

The Danish 92 Group is a coalition of 21 NGOs who consider it important to support the Summit preparations in 30 developing countries in Asia, Africa and Latin America. We believe that the strengths of the national NGOs could determine the outcome of the Summit. As explained in the website's front-page story "Implementation or just more paper?", the Danish 92 Group is concerned that, with only eight months to go before the Summit, there is a serious lack of political initiatives and

nobody has a clear idea of what can be decided in Johannesburg. It is essential that networks and alliances of civil society organisations can mobilize the necessary broad support to pressure the heads of states at the summit to make serious commitments for implementing sustainable development - and not a lot of more nice words!

### **The site contains:**

1. Regional and national sub-webpages to be updated by the Southern focal point organizations (with navigation menus in English, French, Portuguese and Spanish).
2. Main website with useful background documents, tools and training materials for developing-country NGOs and social movements' work on the Johannesburg Summit.
3. A section devoted to promoting a worldwide NGO push for the so desperately needed political initiatives for the Summit. The section is devoted debating the various political initiatives proposed for the summit, including the Danish government's "Global Deal" and the South African "People, Planet and Prosperity" initiative.
4. The site will host the selection process to determine the 10 official NGO participants in the Multi-stakeholder Dialogue at the

PrepCom II. The site is also hosting a debate on the NGO dialogue paper to submitted in the beginning of January 2002 to the UN/CSD secretariat to be used for the Prepcom II Multistakeholder Dialogue 28-29 January 2002.

The present website is part of the 92 Group project entitled "Project of Danish Support for Increased Participation of Southern NGOs in the Johannesburg Summit". The Project's main aim is to boost the participation, in terms of quality as well as quantity, of the South's civil society in the preparation for and follow-up to the Johannesburg Summit. More information about the project can be found under "About Us" on the website.

*Hans Peter Dejgaard is the International Co-ordinator for the South Project The Danish 92 Group can be contacted at:  
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## **Pan-African Conference in Nairobi: African Civil Society Organisations working towards WSSD and beyond**

*Hans M. Andersen*

Representatives from civil society organisations in Africa met in Nairobi, Kenya from 8 to 12 January to agree on a common agenda in their preparations for the Earth Summit and work beyond. The Pan-African Conference had attracted many of the right people from all over the continent, but the participants did not manage to present their common agenda during the conference. A newly elected African Civil Society Organisations Steering Committee will take care of this decision later.

As Prof. Archie Mafeje opened his presentation at the conference, he lamented what he called 'the African disease' in the continent's civil society organisations. "There is too much bad management and administration, lack of co-operation and too little political competence and quality in most African CSOs," he said. And as the conference progressed, it turned out that the professor had a good argument in his harsh comments. There were problems with the payment of several participants' air tickets, the plenary discussions had a stronger focus on national/sub-regional agendas than the common, continental one - and the international papers for the Jo'burg Summit (e.g. the Danish inspired 'Global Deal' and the

South African paper 'People, Planet, Prosperity') were not discussed during the official programme.

But it was an important conference for many other reasons. The fact that this conference managed to get more than 40 representatives from African CSOs from all over the continent together to discuss the preparations for the Earth Summit is in itself a huge success. The presentations from the various sub-regions of Africa showed that the national NGO processes have started in many parts of the continent. The enthusiasm from the Rio Summit in 1992 might have changed in 2002, but in comparison the technical and political capacity of African CSOs is much better developed today. Many participants told with pride that their work and inputs to their governments had directed the national assessments. Simply because they as CSOs had a more comprehensive knowledge about environmental and developmental issues than their national government.

The general theme in all sub-regional presentations was poverty eradication/reduction. Poverty is still the largest threat to both communities and environment in most parts of African countries. There was also

widespread support for the position that the implementation of the famous Agenda 21 from the Rio Summit had been far too weak. The rich countries in the North have basically not fulfilled their commitments about a minimum of 0,7% of their GDP in development aid plus other elements in the Rio Declaration. Even though some participants regretted the fact that Africa had to come begging for support again, the disappointment over the industrialised countries' double standards was genuine. The countries in the North have to show more support for Africa in every way possible. Besides the poverty focus, themes mentioned in the presentations were health (including HIV/AIDS), desertification, climate change, fresh water and gender rights.

One of the central objectives of the Nairobi conference was the definition of a common agenda for African CSOs and the coordination of the work leading to the WSSD and beyond. This agenda should emerge on the basis of the sub-regional presentations and through the formation of an African CSO Steering Committee. But more time was spent on discussing the technicalities of who should be in the committee and what its brief should be than on agreeing

on what the committee should advocate for at the PrepComs leading up to the WSSD. In spite of four hours extra conference work, the organisers did not succeed in presenting a draft common agenda at the meeting. However, the Steering Committee was formed - and the committee members promised the conference that the draft declaration of African CSOs would be available before the coming UN PrepCom II in New York. This will then become the African CSO Agenda in the coming PrepComs, at the World Social Forum in Porto Alegre, Brazil, in March, and naturally at the WSSD itself in August.

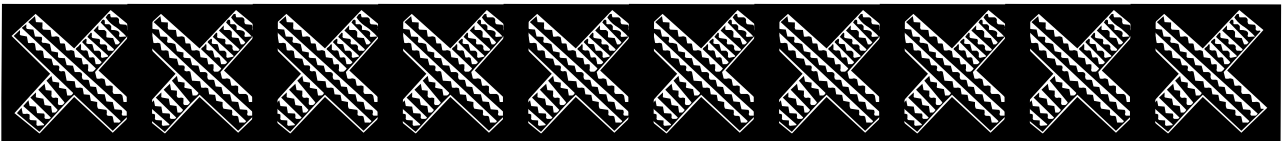
The conference participants had put themselves in a challenging position, trying to agree on a

common African agenda. The participants represented a wide variety of organisations with expertise in environment, social development, human rights and gender. On top of these differences, the traditional problems between neighbours (e.g. Horn of Africa and Kenya/Uganda/Tanzania) and franco-phone / anglophone delayed proceedings. Symptomatically for the slow procedures was the group discussion on global alliances for African CSOs. The Kenyan chairperson managed to upset the whole group when he opened the debate by saying that the best, international partners of cooperation for Africa would be communist trade unions in Western Europe. This rather limited approach enraged the group to a point where everybody

only presented their personal political affiliates, resulting in a group work that split up the participants instead of creating common ground and strategies.

The conference was financed by the German NGO Heinrich Böll Foundation and the WSSD Civil Society Secretariat in Johannesburg. The Danish 92 Group was represented by participants from Ibis and MS - as the only supporters from Northern NGOs.

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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 covers the four following themes:

1. *Environment Crisis;*
2. *Emerging responses to the environmental crisis;*
3. *Environmental Education Processes and Methods;*
4. *Resources, Programmes and Curriculum Development.*

For further details contact the Course Coordinator:

Lausanne Olvitt, PO Box 394, Howick 3290

Tel: +33-330 3931, Fax: +33-330 4576,

E-mail: [sharenet@futurenet.co.za](mailto:sharenet@futurenet.co.za)



**WILDLIFE AND ENVIRONMENT SOCIETY OF SA**  
*People caring for the Earth*



## Peoples-Earth-Summit

An initiative celebrating good practice towards social and environmental justice

*Vlady Russo*

The Peoples Earth Summit is an initiative happening worldwide which invites people from all over the world to participate in building a more fair and balanced Earth Community. It is a parallel and complementary activity towards the World Summit on Sustainable Development (WSSD) and beyond it.

Its global vision is to build on existing initiatives rather than create new ones, bringing together people working on fostering social and environmental justice. The Peoples-Earth-Summit encourages communities all around the world to join hands and get involved in the commitment of strengthening Earth Justice.

Engaging a number of members of the civil society, this Summit seeks to demonstrate and celebrate good practice initiatives around the world by sharing stories and successes that highlight policies and practices that support Earth Justice.

The Peoples-Earth-Summit will be structured around 12 themes which includes food; water, river and sea; climate energy; religion, faith and spirituality; cities and settlements; waste and pollution;

health and well being; governance, rights and responsibilities; biodiversity and habitat; rebuilding communities; knowledge systems and culture; economics and trade.

These themes are a mobilising mechanism to inspire and engage people all over the world in strengthening advocacy, overcoming poverty and building equity on the Earth.

To support these themes three cross-cutting themes were identified which are relevant to the Summit. These include the **Celebration** of good practice initiatives through music, art and theatre; fostering **Education** in order to develop understanding of how we can live in balance with the planet and each other, using both science and traditional knowledge and by **Documenting** the inspiring stories of individuals and organisations making a difference in

environmental protection. These documents and information will then be used in **Story-telling** and made available to the world.

The Peoples-Earth-Summit is inviting partners to join the broad civil society partnership of NGOs, religious groups, community organisations and individuals to actively promote activities under the specified themes or even to develop additional ones.

Some of the activities planned will take place in South Africa and they include the Village of Hope in Johannesburg, Eco-Cultural Centre in KwaZulu Natal, Community Earth Centre in Cape Town, etc.

For more information on the Peoples-Earth-Summit contact the organisers. In South Africa, The Seed Trust: Dillon Gabriel (dillon@gabrielnet.co.za) and in the United Kingdom from The Gaia Foundation: Nick Nielsen (nickejm@gaianet.org).

*Note of the Editor: This article is an adaptation of the conceptual idea developed by The Gaia Foundation in the UK.*

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# EE in the SADC region

## The final workshop for the industry course in Malawi

Malawi was fortunate enough to have been one of the five countries to participate and benefited from the NETCAB EE project that has drawn to a close after three successful years. The focus of the project was for each country to develop or revise an EE policy and then implement the policy through a demonstration theme as means towards achieving sustainable development. In the case of Malawi, it was felt appropriate to address EE in industries, a sector which has remained largely neglected in terms of environmental education training. A course was subsequently designed which was run over four workshops throughout 2001, the final workshop was held from 12 to 15 November 2001 near Mangochi.

This workshop aimed at making a wide consultation with key stakeholders on the EE Policy in Malawi. On the first day participants of the industries course presented their assignments they had completed over the year. This included tasks such as identifying issues and risks in their respective workplaces and then working out solutions to address these. The learning that has taken place over this year has been phenomenal, this is evident from the improved environmental



Prof. George Euvrard, Rhodes University with The Vice Chancellor of the University of Malawi, Dr. Motto

management practices that participants have been able to implement in their workplaces.

Part of the final workshop was also dedicated to developing an EE Policy for Malawi which involved the participation of all stakeholders from government, to NGOs and industries. This drafted document has provided a basis for further consultation workshop before it can be adopted into EE Policy. What was interesting was that most countries which participated in the NETCAB project, first worked towards revising or developing an EE policy and then implemented it. However in the case of Malawi this worked the other way around, demonstrating how applications of EE can provide a basis for informed policy development. The success of the Malawi project has catalysed the revision of the South African industry course and Swaziland is currently adapting the course for the country context.

*Text and picture by Bridget Ringdahl. She can be contacted at [bridgetr@futurenet.co.za](mailto:bridgetr@futurenet.co.za)*

**Note: The article below is about a new environmental radio programme which started in Maputo in January and it is produced for children. The article was written by Zitha Coutinho, the producer of the programme.**



A Rádio Moçambique iniciou, em Janeiro do ano em curso, a transmissão um espaço denominado “Carruagem Verde”. Trata-se uma série de 30 programas de educação ambiental para os mais novos e que irão para o ar por um período de seis meses. Este programa semanal está inserido no magazine dominical “Expresso da Semana”.

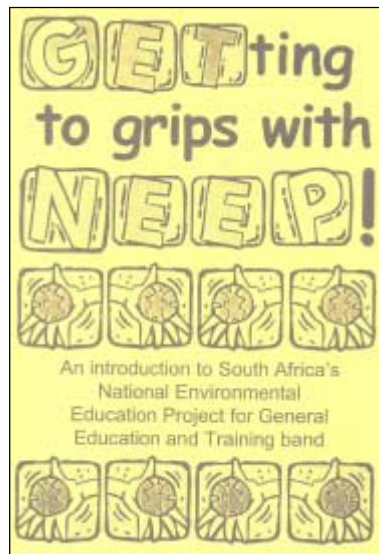
A “Carruagem Verde” surge no âmbito de um acordo celebrado entre o Fundo de Consciencialização Ambiental da UICN Moçambique e o Programa da Criança da Rádio Moçambique. Para a concretização deste acordo, o realizador do programa participou num curso de educação ambiental, orga-

nizado, de 5 a 14 de Fevereiro de 2001, pelo Programa Regional de Educação Ambiental (PREA) da SADC e Sociedade para a Flora e Fauna Bravia da África do Sul.

São objectivos deste espaço: consciencializar e sensibilizar os mais novos em relação ao ambiente; encorajar nos mais novos o verdadeiro compromisso ou cometimento para com o ambiente, a tomada de consciência de que não se deve pensar no ambiente apenas em dias especiais; estimular, na tomada de atitudes de preservação do ambiente, a interacção entre as crianças de diferentes culturas, escolas, bairros ou províncias; encorajar a criação de clubes ambientais escolares capazes de adquirir um conjunto de valores e sentimentos de preocupação pelo ambiente e de motivação para a participação activa na protecção e melhoria do ambiente.

Como forma de procurar atrair a criançada na audição e participação, ao longo dos 30 programas, estão agendados uma série de concursos com prémios aliciantes, tais como bicicletas, livros de histórias, material didáctico e escolar e ainda uma excursão ao Parque Kruger na África do Sul.

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## GETting to Grips with NEEP!

What is the National Environmental Education Project? *GETting to grips with NEEP* explains the National Environmental Education Programme (General Education and Training band), and briefly summarises the Project's background, aims, objectives and structure.

*GETting to grips with NEEP* is an environmental education networking resource, providing contact details for the Project and for provincial Environmental Education Co-ordinators who co-ordinate environmental education forums in each of South Africa's provinces.

There are three main avenues for partnership with the NEEP-GET: participation in provincial environmental education fora; collaboration in learning support material production for the General Education and Training band; and mediated implementation of inservice professional development for teachers.

Potential partners and people interested in obtaining a copy of the booklet should contact:

*NEEP-GET  
PO Box 965, Pretoria 0001  
South Africa  
Tel: +27-12-312 5181  
Fax: +27-12-325 4001  
E-mail: nhlapo.k@doe.gov.za*

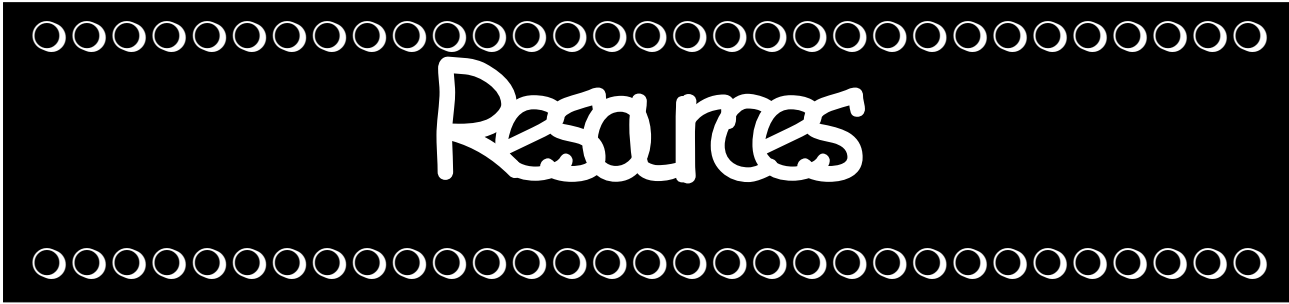


## New developments at the Golds Fields Education Centre in Howick

The year 2001 has brought a number of exciting developments at the Gold Fields Centre with the construction of three semi-detached chalets. These chalets accommodate twelve people and each chalet is equipped with a self-contained kitchen, a private toilet and an area for study.

These facilities will be used by folk attending long courses at the Centre such as the SADC/Rhodes University Course in EE, the Swedish-South Africa Course in Formal Education as well as other training programmes taking place at the SADC Regional EE Programme.

A new dining room was built and the two meetings rooms have also been improved.



## WETLANDS: Water, Life and Culture

*Elizabeth Martens*

The booklet, *Wetlands: Water, Life and Culture*, (also the theme of World Wetlands Day, 2 February 2002), shares summarised case stories of the cultural values of wetlands in South Africa. It opens up ideas for learners to find out more about wetlands and possibly how their everyday living relates, in some way, to wetlands. This may be in the form of crafts, food, health, water, celebrations or spirituality. As much as our natural resources require careful management for sustainable use, so does the cultural heritage of our country need to be conserved. It is possible that the cultural management aspects of wetlands offer sound management practices in the sustainable utilisation of wetlands.

Funded by the Poverty Relief Fund, through Working for Wetlands, this eight page booklet has been compiled by the Wildlife and Environment Society of South Africa, Mondi Wetlands Project, University of Natal and Rhodes University. The booklet has been developed, and was launched on 2 February at Makuleke Village in the Northern Province. The Premier of the Northern

Province, Advocate Ngoako Ramatlhodi, the Deputy Minister of Environmental Affairs and Tourism, Ms Rejoice Mabhudafasi, together with other Ministers and Dignitaries, attended this event marking World Wetlands Day 2002.

Hosting this year's World Wetlands Day celebration at Makuleke Village brings the event to the community as they form an integral part of the wetland in the Pafuri area, in the neighbouring Kruger National Park. The 24 000 hectare area of land, owned by the Makuleke community, has great ecological value and has been proposed for Ramsar status.

Should Ramsar status be approved, it will be the first community-owned Ramsar site in South Africa.

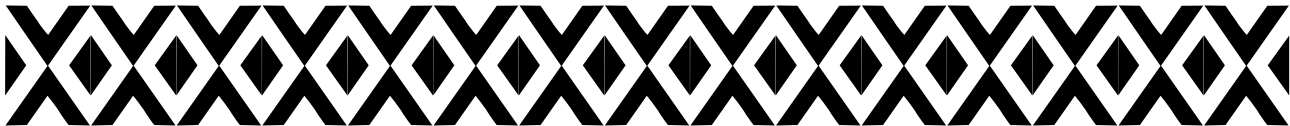
The *Wetlands: Water, Life and Culture* booklet is available through Share-Net as well as a list of learning resources about wetlands. This list of learning resources provides information on where to obtain wetland activity-based resources, resources or articles

containing the cultural values of wetlands, posters about wetlands, and other wetland publications.

Share-Net contact details: PO Box 394, Howick, 3290  
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# Toolboxes to support Environmental Education Processes in South Africa

*Lausanne Olvitt*

The National Environmental Education Project (NEEP) made exciting progress in early January this year when the Rhodes University Environmental Education Unit hosted a materials development workshop for the National NEEP-GET staff. The combined experience and vision of the NEEP-GET co-ordinators led to the development of two significant resources:

- 1) A “Start-up Toolbox” to build the capacity of curriculum support staff who will soon be running cluster groups for teacher training across South Africa, and
- 2) A “Partners Toolbox” containing useful documentation and background information to assist environmental education partner organisations to align their learning support materials with the NEEP’s objectives.

The process was supported by Associate Professor Heila Lotz-Sisitka of the Rhodes University EE Unit, who edited much of the material, and by Share-Net of Wildlife and Environment Society of South Africa (WESSA) in Howick. The printing and collation of the ‘toolbox’ materials took place also in Howick, by Share-Net.



Lausanne giving one of the toolboxes to Ranjini Pillay and Jabulani Mongale

To maintain the momentum, Share-Net hosted a one and half day workshop on 24 and 25 January 2002 for partner groups of the NEEP-GET. The “Partners Toolbox” was distributed and participants were able to share ideas, wrestle

with the challengers of the new formal curriculum and evaluate their own learning support materials.

Two further ‘toolboxes’ are envisaged for the next few months as the NEEP-GET project continues to promote and support the capacity of teachers to integrate the environment in the curriculum.

For more information about the NEEP-GET project visit [www.neepget.org](http://www.neepget.org)

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Ernest and Tsephang working extra hours to print, collate and prepare the 'toolboxes' for the workshop.

## New resources: "Sanitation Works" Series

Bridget Ringdahl



With the resurgence of cholera outbreaks in the Eastern Cape and KwaZulu-Natal, together with the ongoing problem of unblocking and emptying pit latrines at exorbitant costs, there has been a desperate need to address hygiene and sanitation issues in South Africa by means, other than simply through 'knee-jerk' responses. This has meant looking deeper into the cause of these complex problems which are in most cases linked to poor hygiene habits and ignorance. Thus the need for education programmes addressing hygiene and sanitation is evident and has fueled the development of the 'Sanitation Works' series - a set of sanitation resource-based learning activities for rural schools.

Initiated and funded by the Ethekwini Municipality (Durban Metro), the resources closely follow and demonstrate an example of the application of the National Environmental Education Programme (NEEP), which aims to entrench environmental learning in all subjects. The resources which are currently being designed and piloted are based on the well known and researched 'Active Learning Framework' and cover aspects of information seeking, enquiry, reporting and action-taking. Activities in the packs



have also been developed in such a way that they need not follow any specific sequence and can also be incorporated into a number of learning areas.

The two main focus areas of the activity packs are about why we should keep our hands clean through simple experiments such as the Ecoli test kit, the making of a simple hand washer and exploring the rate at which bacteria replicate, along with a number of other related explorative activities. The second series of activities addresses the maintenance of pit latrines. Using a range of simple experiments, the biology behind latrines can be explored and questions as to why wastes, other than organic wastes should not be disposed in pit latrines can be demonstrated. A water and toilet audit are included in the pack as well as a number of other activities and games which explore the working and hygiene of pit latrines. These two packs are closely linked; activities complement one another and can be interchanged. Similarly the 'Sanitation Works' series has been designed taking the School Environmental Policy pack into account which will assist schools in completing the Health section

of a School Environmental Policy Pack and Management Plan.

'Sanitation Works' is still in its pilot and development phase and will be introduced to teacher trainers and teachers through a series of workshops in KwaZulu-Natal which are scheduled to take place during March 2002. Once the teachers and trainers have been taken through the activities they will be required to introduce these to schools and report back on the them through the activity pack supplied by the NEEP-GET (General Education Training) as part of their professional development training. In this way we hope to modify and adapt the activities as need be, to ensure they remain useful and relevant to resource-based learning in the curriculum. The final product will be a compilation of all the activities into a manual which can be used as seen appropriate and relevant by teachers of Natural Sciences, Social Sciences, Life Orientation and Technology in all provinces.

Ultimately this project hopes to raise the awareness of the importance of hygiene and good sanitation practices in rural areas and in so doing, help to alleviate and prevent outbreaks of diarrhoeal diseases as well as improving the way in which pit latrines are managed.

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