
***EEASA in a changing world:
An historical review at 25 years***

**Pat Irwin
2007**



**Environmental Education
Association of Southern Africa**

Text: Copyright P R Irwin

This text is copyright but any part of it may be reproduced for either *bona fide* educational purposes or for the benefit of EEASA.

ISBN 978-0-86810-439-3

Published by the Environmental Education Association of Southern Africa to mark the 25th anniversary of its founding.

Printed by Share-Net, 2007

**This historical review is dedicated to the memory of
Frances Gamble, Mike Molefe and Rams Ramuthla
whose spirit and legacy remain with us.**

Contents

Foreword	2
Preface	3
Introduction	4
Environmental education in southern Africa	5
The founding and growth of EEASA	7
Conferences and workshops	14
Publications	17
Curriculum work	21
Members' reflections	23
Fun, personalities and memorable occasions	24
Towards an overall assessment	26
Sources and References	27
Addenda	31

FOREWORD -- Some thoughts by Jim Taylor

Writing an authentic story about EEASA 25 years on is a complex task for so much has happened in the southern African region and so many changes have occurred, from political freedom to shifting environmental issues and risks! It is difficult to know where to provide the focus and how to account for the remarkable developments that have travelled with, and even become, EEASA. Pat has done a remarkable, scholarly, job in this account of the story. The careful interviews and rigorous research have all culminated in this memorable account of an unassuming Association that can hold its head high with the many grander liberation struggles of the region.

The 25 years straddles among the most momentous histories any nations have had. From the first international meeting in Swaziland in 1984 the small Association that is EEASA, itself a victim of apartheid policies, worked hard to help shape a new curriculum in a hoped for post-apartheid context. At a time when liberation struggles emphasised political and social freedom, EEASA reminded everyone that without bio-physical life- support systems that freedom would be short lived. And now, 25 years on, Nicholas Stern and even Al Gore have re-emphasised the challenges our planet faces as the reality of human impact dawns.

What has EEASA really stood for? Is it simply an association of like-minded educators who dream of sustainable livelihoods? Or is it a network, or social fabric, that will not tolerate environmental injustice and has sustained workshops and inclusive conferences for 25 years? Pat's account is unassuming. What he, Anne, and his family have contributed to EEASA is widely known but not adequately represented in his account of EEASA's history. One doubts whether the EEASA family could have achieved what it did without all the voluntary work and family commitments.

As pointed out too, EEASA is about change in many ways. 'Bananas and frogs and the processes of change' was for example, a landmark paper that unsettled many more conservative EEASA members. Did Rob O'Donoghue really need to bring politics into environmental education, some people asked? How does one account for the shifts that took us from determinist, causal approaches to more enabling orientations? How does one document the rich heritage we have all shared?

Not only has Pat carefully researched what happened, but he also provides an interesting critique of the key shaping orientations. Even the humour is recorded as many people sought to contribute to, and benefit from, emerging environmental education processes in the southern African region. EEASA members worked together, laughed together, encountered, and often overcame, and will continue to overcome, many challenges together.

Thank you, Pat, for an excellent job very well done. You have certainly done EEASA proud! We look forward to the next 25 years with confidence; a healthy tradition has been established.

Jim Taylor

Director: SADC regional Environmental Education Programme.

June 2007

PREFACE

The origins and development of environmental education in southern Africa is a very detailed and complex story. EEASA – the Environmental Education Association of Southern Africa – is an important part of it. This short history, or more accurately, historical review, of EEASA offers only an outline of the main events and trends in the Association's first 25 years of existence – from 1982 to 2007. It makes no pretence at a comprehensive coverage. That is the stuff of a Masters or PhD thesis, or a full length book!

One of the problems of writing a history of an active NGO such as EEASA is the difficulty of disentangling its activities and achievements from the many other environmental education initiatives which it has either partnered, supported or simply had a close working relationship with. Another is the relatively patchy nature of existing information on the organisation. Record keeping seems not always to have been carried out with consistent enthusiasm, so that there is a wealth of detail on some aspects and an almost complete dearth on others. In addition to the EEASA archives currently held at the Umgeni Valley Nature Reserve at Howick, material and documents collected over the years by some individual members proved to be of inestimable value. I have also relied heavily on colleagues, fellow EEASA members and associates for access to their collective and individual memories as well as their insight into past events. In doing so I was able to formally interview or survey through e-mail or by telephone, a number of individuals who have played a prominent role in EEASA's past. I have informally spoken to many more. This booklet thus in a sense represents something of a collective effort. As it has been written primarily with the members in mind, referencing within the text has been avoided. Those seeking further and information will find it in the references at the end.

The term 'members' as used in the text needs immediate clarity. It includes both those who pay an annual subscription and receive the regular publications of the Association as well as those who closely associate themselves with EEASA, but do not necessarily pay any subscriptions. This is in line with the way the term is generally used within EEASA itself. The conferences and workshops have never, as far as I can establish, discriminated between paid-up and non paid-up 'members' other than offering a small discount on occasions.

There are literally dozens of individuals who could be thanked for their direct and indirect input into this book. I cannot possibly list them all, but do thank them all. I must however express my particular appreciation to a few individuals for the insights and memories they have shared with me, some over many years. Lynn Hurry, Jim Taylor, Eureka Janse van Rensburg and Sibongile (Lynette) Masuku van Damme are all former presidents of EEASA who have been most generous with their time and comment. So too my close working colleagues, Heila Lotz-Sisitka and Rob O'Donoghue for whose generosity of spirit, I am very appreciative. They, together with Jim Taylor, also offered detailed comment on the manuscript which greatly enhanced it. I also thank most sincerely those past and current members of staff who worked with and for EEASA and were prepared to share their often very detailed memories with me. I especially thank Elizabeth Martens and Claire Peddie in this regard. Danie Schreuder, who played a prominent role in EEASA for many years, has also kindly shared his knowledge and answered my difficult questions. I am also grateful to those former Council members whom I could trace through the minutes, who have shared their memories. Finally my thanks go to my wife Anne, for her interest in the project and her very helpful comments on the content and text. The interpretation of the ideas and thoughts so willingly shared, as well as any inadvertent errors, remain however entirely my responsibility.

Pat Irwin
May 2007

INTRODUCTION

The *Environmental Education Association of Southern Africa* (EEASA) reached its 25th year of existence in 2007 – not an unimportant event in the life of a voluntary association of individuals, and an appropriate time to reflect what it has achieved and on the role it has played in the southern African sub-continent over this period.

One might usefully begin by briefly considering what the value of an *historical perspective* on an organisation like EEASA might be. There are many ways of responding to this, but all would include some argument along the following lines. It:

- gives us an understanding of how we got to where we are, educationally, environmentally and socially;
- reminds us that our efforts and often our ideas rest upon on the shoulders of those who preceded us, whatever their status, abilities or viewpoints might have been; our own ideas and current interpretation are not always new or original;
- emphasises that historical incidents, events, attitudes *and our interpretations of them* are closely interwoven: history is not necessarily about facts;
- encourages us to question our personal and our collective assumptions, beliefs and attitudes, and hence to reflect on our own value systems and ways of reasoning.

The text is a mix of these and was developed to provide some broad brush strokes on the organisation as well as some insights on key events in its history.

ENVIRONMENTAL EDUCATION IN SOUTHERN AFRICA

In southern Africa, the history of environmental education has been inextricably bound up with social, economic and political, as well as biophysical and ecological considerations. The concept evolved from relatively simple understandings of people-environment relationships to a sophisticated interpretation of humanity's interaction with all facets of the environment. It has become a diverse professional field embracing ecological knowledge and understanding, total people-environmental relationships, social issues, politics, culture, ethics and public participation in decision making. EEASA has been an integral part of this conceptual growth.

Environmental education as a general concept first reached southern Africa in the mid-1970s, stimulated by the *Belgrade Charter* of 1975 and the 1977 *Tbilisi Principles*. Individuals concerned with the environment and interested in the intersection between education and environment became increasingly influenced by these international developments. Prior to this the intersection had been concentrated very largely on educating about soil erosion, and what was termed until the late 1970's, *conservation education*. Conservation education tended to focus on conservation as the wise use of natural resources, and on the interpretation of ecology and ecological processes: it has subsequently become subsumed within the broader notion of environmental education where it today continues to constitute a significant and integral part of what this broader field is about.

Thus it is that in southern Africa *environmental education* as a concept has from the start been seen to be constituted by social, political and economic as well as biophysical considerations. One consequence of this is that it has never been viewed as only about nature and the natural environment, but in a holistic way. For this EEASA must take some of the credit as, from its founding, it has consciously propagated this viewpoint. A second and equally important consequence is that in the past few years, southern Africa has been spared much of the energy draining, circular and unproductive international debate around the relationship of 'environmental education' to 'education for sustainable development'. For the overwhelming majority of people in the southern African region, the latter is simply *good and relevant environmental education* which from the outset engaged in questions of environment and sustainability. Environmental education did not need a major re-orientation and focus; there were other key issues and priorities to get on with rather than contestation over concepts that fitted together in useful ways.

The development of environmental education in southern Africa has not always been a smooth process or uncontested terrain. Within the parameters described there have been ideological, political and social differences resulting in a great deal of debate, much of which has been underpinned by epistemological and philosophical assumptions and premises of the individuals and groups involved.

One concept which, for a few years in the early 1980s, was confused (partly as a deliberate political ploy) with environmental education, was that of 'outdoor education' which focussed on 'out of doors' activities and the study of and respect for nature and crafts of various kinds. The two concepts did overlap to a limited extent, but they were rooted in differing theoretical and ideological perspectives and assumptions. From a South African perspective the issue

boiled down to a situation in which traditional or ‘conservative’ educationists were alarmed by the holistic connotations of environmental education. Some saw a possibility of sanitising its socio-political dimensions by replacing it with ‘outdoor education’ which was perceived to be free of such notions – other than those which they considered to be politically acceptable at the time. From the mid 1980s this viewpoint went into decline in South Africa and subsequently disappeared as a viable option.

Several key international documents influenced our thinking on environmental education in southern Africa. These were initially the 1977 *Tbilisi Declaration* and the 1980 *World Conservation Strategy*, and in 1991, the latter’s revised version *Caring for the Earth: a strategy for sustainable living*.

The 1977 *Tbilisi Declaration* with its 12 principles of environmental education – now referred to as the *Tbilisi Principles of Environmental Education* – provided for many South Africans a framework and set of guidelines for the practice of environmental education at a time when we were becoming increasingly isolated internationally. The South African government of the day did not however respond to the *Tbilisi Declaration* with any degree of enthusiasm. Rather it was regarded with considerable suspicion: the messages it conveyed were by and large unwelcome and the principles were on more than one occasion referred to in terms of their ‘communist origin’. It was left to individuals and NGOs in South Africa to pick up the Tbilisi torch and run with it.

The *World Conservation Strategy*, although providing a useful conceptual framework for the promotion of environmental education, was almost totally ignored by governments in the region.

Its successor document *Caring for the Earth: a strategy for sustainable living* was more strongly promoted in southern Africa by the World Wide Fund for Nature (WWF-SA) and, building on the 1987 *Brundtland Report*, helped usher into the national and regional consciousness the notions of ‘sustainability’, ‘sustainable living’ and ‘sustainable development’. This document, with a strong emphasis on environmental education, constituted a potential basis for national policy making, but was again largely either ignored by government or relegated to minor ministries who lacked any power to take it further. There was however substantial response from the wider public through bodies such as EEASA, in collaboration with the WWF-SA and the Wildlife and Environment Society of South Africa (WESSA).

There were also other international commissions and reports during the 1980s and 1990s which in varying degrees influenced the thinking of environmental educators in southern Africa. These were:

- The 1983 Brandt Commission Report on the relationship between what had now become called the (rich) ‘north’ and the (poor) ‘south’, and which was entitled *Common crisis North-South: co-operation for world recovery*.
- The 1982 *Global 2000 Report to the President of the United States: Entering the 21st Century*, a generally underrated and little known document which nevertheless contained a wealth of information and insights.
- The 1987 Report of the World Commission on Environment and Development entitled *Our Common Future*, also referred to as the *Brundtland Report*. This report

which introduced and argued the notion of ‘sustainable development’, had a fairly wide circulation in South, if not necessarily southern, Africa. It also achieved prominence at the Rio Earth Summit in 1992.

- The 1990 *Report of the South Commission: the challenge to the South* (also known as the *Nyerere Report*). Basically it supported the findings and recommendations of the 1983 Brandt Report, but remained relatively unknown and unused in the region.
- The *NGO Forum Principles and Agenda 21, Chapter 36*, which came out of the 1992 Rio summit. They were influential not only in EEASA, where as they were disseminated and used in courses, but also in the development of national policies of several countries in the region, Botswana being an example.

EEASA actively encouraged critical debate on the findings of all these reports through regional workshops and its annual conferences.

THE FOUNDING AND GROWTH OF EEASA

EEASA originated in the thinking amongst a small number of individuals in the early 1980s who felt that the time had come to form some kind of formal association which could be used to develop and promote the notion of environmental education, as they understood it, in documents such as the *Tbilisi Declaration viz.* a holistic concept embracing all aspects of ‘the environment’.

For practical purposes the first firm steps were taken on 3rd April 1982 at what has become known as the Treverton Conference – a national conference on environmental education convened by Treverton College, a private school in the Natal (now KwaZulu-Natal) Midlands in South Africa. A small group of individuals, acting for various reasons decided to form an ‘Association’ and formed a working group to get it off the ground and draw up a constitution. The primary reason was a felt need for a slightly formalised structure for mutual interaction, but for some it was also about growing disenchantment with the South African state’s unwillingness to address environmental education in a meaningful way, or anger at the conundrum surrounding ‘outdoor education’ as mentioned above.

EEASA was founded in a spirit of idealism and a belief that, despite many signs to the contrary in the early eighties, environmental education as an idea, a concept and a process was inextricably bound up with democratic processes and participatory decision-making on all matters environmental. There was also a strong belief that international boundaries were relatively irrelevant when environmental concerns were being addressed. EEASA was also founded in an uncompromising commitment to non-discrimination of any kind. The Association can take pride that even in the darkest years of apartheid, it was an all-inclusive body in both spirit and deed. It never kept race-based records, and my overwhelming impression, and those of others who have been associated with EEASA for a long time, is that it has always been representative of the population of South and southern Africa. Concomitantly just as it was viewed with some suspicion by the previous South African regime, so EEASA had enormous credibility with the forces of change in South Africa -- as

far back as 1986! A good deal of the credit for broadening the base of EEASA at this time must go to Alistair and Glynnis Clacherty.

While government regulations and laws could be and were frequently circumvented, it was far more difficult to deal with the international isolation imposed upon South Africa. Environmental education in general and the functions of EEASA were affected by this, particularly in the establishment and maintaining of international contacts. Few environmental educators of international stature were prepared, for example, to visit South Africa before 1992, even if they did sometimes communicate on a personal level.

The aims of EEASA as expressed in its first constitution have held fast in spirit even if not in the exact wording *viz.*

- To act as a responsible body for the purpose of consultation and co-ordination on matters of public and professional interest concerning environmental education in southern Africa.
- To promote interdisciplinary as well as multidisciplinary environmental education.
- To promote, organise and support activities associated with and research in environmental education.
- To disseminate information on environmental education.
- To provide opportunities for the exchange of ideas and opinions *inter alia* by means of the publication of a journal.

EEASA grew and developed in varied ways in different parts of the sub-continent. It also grew differently for different people so that any history of the Association is necessarily a complex one as it is primarily an association of individuals doing their own things in their own places. The achievements of EEASA are often those of individuals working through the Association or using the Association as an umbrella for their projects. Branches or working groups of EEASA have, from time to time or as the need has arisen, sprung up all over the region and engaged themselves in a wide range of activities from workshops, and urban trail design to newsletters and the organising of competitions. Records are fragmentary, but for those interested in pursuing this aspect further, some material is located in the EEASA central archives at the Umgeni Valley Nature Reserve in Howick. There have however been a number of projects which have been initiated and driven by the Association as such.

Three of EEASA's most important achievements lie in its publications, conference/workshop organisation and involvement in curriculum development, and these are discussed in some detail below. There have however also been many other events and developments which have made EEASA what it is. For many members the growth of the *environmental education network* in southern, and more recently including eastern, Africa has been the Association's greatest success. This process started almost without any deliberate intent or driving vision, but has been inexorable in the extent and depth to which it has developed over the years. The continuity of enthusiasm, experiences and inclusiveness which EEASA provided, as well as the confidence it built in people are considered among its treasures. The network has also been described as 'a community of practice', building a basis for practical and conceptual work which not only supports the entire region but is also recognised and engaged with internationally: for many, this *is* EEASA.

Linked to ‘networking’, a strong sense of purposeful achievement has often been expressed on the general southern African spirit of collaboration, even before the end of apartheid. Being established as ‘an open space’ across South Africa’s borders at a time when this was rare and difficult to do, has been regarded as a major achievement by many of EEASA’s older members. Achieving this in a context where the organisation was generally underfunded and ran on a shoe string has also been a cause for satisfaction.

Event landmarks in the growth and development of EEASA as a national body can be relatively easily described as there are reasonably good records. Tracing trends in theoretical and intellectual developments is a far more difficult task, not the least of which would require a careful analysis of publications over time. Although this is clearly not within the ambit of this modest historical review, some interesting ‘thought beacons’ are worth recording.

One of these revolves around the way in which the work which members have engaged in has become contextually situated within Africa; work that has led to the production of African materials including ‘tools of enquiry’ such as the water kits. This has also reflected a gradual but distinctive move from the individual/expert as a source of most if not all knowledge, to the promotion of a culture of hands-on enquiry. In the words of Rob O’Donoghue “big science has/is being transformed into little science”.

The distinction has also been made between organisations having a basically instrumentalist role (something set up to bring about change) and those primarily set up as social meeting places and as vehicles for growth and change, with responsive inclusive momentum rather than pre-design. EEASA, it has been argued, became a ‘powerful’ force precisely because it was *there*, was nurtured by many people and became a process and associative vehicle, and not because it had anything to prove.

Some of the articles in EEASA’s *Southern African Journal of Environmental Education* have also been landmarks in the sense that they had a significant influence on thinking about environmental education in southern Africa, particularly in the sense, as one informant put it, “of transcending from a we’re all in the same boat ethos to a critical community” – not always an easy process. Examples of such articles are Rob O’Donoghue’s ‘bananas and frogs’ article in *Journal 5*, Tim Wright’s review of the Umgeni Valley evaluation process (*Journal 7*) which resonated way beyond EEASA circles, and the papers of Rob O’Donoghue, Jim Taylor and Carmel McNaught on participatory processes in *Journals 7, 10* and *11*. What they and many other articles, papers and discussions did was to challenge conventional wisdom and argue for a more contextual dialogue. These ‘new’ ideas were often contested leading to major debates within the organisation. While on occasion more heat than light was generated, in retrospect the debates themselves provided a great deal of fresh air which often led to innovative ways of doing things.

Individual EEASA members, particularly those involved in tertiary education and with curriculum development, have long had an interest in teacher education. EEASA itself has however never developed a coherent programme on the topic despite the setting up of teacher education networks from time to time. For many this remains a pressing need. On the other hand it can be validly claimed that the Association has contributed very substantially, through its other work, and often in collaboration with its partners, to an enhanced environmental awareness among senior and middle management education officials in several of the countries in the region.

Having outlined aspects of EEASA's role in South Africa, we would be grossly remiss not to recognise that many other environmentally oriented NGOs have performed equally valuable tasks and functions. Many have also, sometimes in collaboration with EEASA, played a pioneering role in the development and practice of environmental education in southern Africa. Examples are the Kalahari Conservation Society (Botswana), the Wilderness Leadership School, the Wildlife and Environment Society of South Africa (WESSA) the Mlilwane Trust in Swaziland, WWF Zambia, the Zimbabwe Wildlife Society and the Endangered Wildlife Trust to name but a few. Some, such as WESSA's Umgeni Valley Project, started in Natal in 1975, played a major and innovative role in the development of environmental education practice and theory in South Africa and provided a solid basis upon which EEASA was able to build.

Partnerships have always been crucial to EEASA's way of thinking and mode of operation. From its earliest days EEASA developed collaborative programmes and projects with a wide range of organisations with environmental and educational interests. These are not all recorded, or at least the data is not readily available, as many of them were forged by individual branches of EEASA, but from a centralised perspective, there is considerable detail on all the major partnerships. As noted earlier though it is often very difficult because of close networking, to disentangle EEASA's role from that of others. A number of these can be regarded as special in terms of the results and benefits generated.

EEASA has by virtue of a significant proportion of its membership had a close working relationship with a number of **tertiary institutions**. The most active and durable among these have been with Rhodes University, the University of Stellenbosch, the University of South Africa, the University of the Western Cape and North-West University in Mmabatho (formerly the University of Bophuthatswana). Others with which there were also close working relationships at times were the Universities of Cape Town, Botswana, the Free State, (formerly the University of the Orange Free State), Lesotho, KwaZulu-Natal (formerly the University of Natal), Swaziland, Johannesburg (formerly the Rand Afrikaans University) and the University of Christian Higher Education at Potchefstroom (now a constituent part of North-West University) as well as many of the former Teacher Education Colleges in South Africa prior to their disbanding in the early 2000s. Most notable among these were the Johannesburg, Mowbray and Edgewood Colleges of Education, as well as the five Teachers' Colleges in Bophuthatswana which all offered full three-year courses in environmental education.

The nature of the partnerships varied widely from course and curriculum design and the development of learning support materials, to collaborative research and the development of theory. Nearly all this collaboration took place within or through the auspices of Education Faculties. It is noteworthy that with the exception of a small programme run by Frances Gamble in the Engineering Faculty at the University of the Witwatersrand in the 1990s, no known formal collaborative work was undertaken with Science, Engineering, Technology, Health Science or Commerce faculties.

EEASA's very close working relationship with elements of the **business world** has in many respects led to its major achievements. 'Gold Fields of South Africa' in particular has been *the* major benefactor of environmental education in southern Africa with financial and logistic inputs into just about every major environmental education undertaking in the region

from the building of numerous Environmental Education Field Centres to the support of curriculum processes and the underwriting of the *Gold Fields Environmental Education Service Centre* at Rhodes University for over a decade. From 1992 the company also provided the initial seed money, and later substantial financial support, for the development of an entire range of certificate courses which opened up environmental education to literally thousands of people from all spheres of life throughout southern Africa. The first Gold Fields course started as an EEASA project and for many participants these programmes opened up career paths to environmentally orientated occupations or further study. Courses with EEASA and Gold Fields inputs have been run as far afield as Zanzibar, Malawi, Namibia, Zambia and Zimbabwe.

The name of Murray & Roberts, South Africa's largest construction company, also became synonymous with environmental education, not only because of its 14 year sponsorship of the *Murray & Roberts Chair of Environmental Education* at Rhodes University, but because of the many tangible spin-offs from this enterprise. It truly was the catalyst which allowed environmental education to take off at the academic, theoretical and research levels. Both the first incumbent of the Chair, Eureka Janse van Rensburg, and its current occupant, Heila Lotz-Sisitka have been major role players in EEASA.

It is probably quite safe to say that without these massive inputs, amounting to tens of millions of Rands over the years, environmental education in southern Africa would not be anywhere near where it is today. Within this context however, other catalytic role players must also be acknowledged. Foremost among these would be the World Wide Fund for Nature (WWF-SA) – formerly the South African Nature Foundation – and the Mazda Wildlife Fund. WWF-SA, through its good offices, helped to start the process which led to the roles played by Murray & Roberts and Gold Fields. The Mazda Wildlife Fund has generously donated dozens of vehicles for use in environmental education and conservation programmes for over a decade. Many other commercial enterprises, too numerous to mention within the confines of this booklet have supported environmental education in general and EEASA in particular.

As suggested in several other places in this booklet, generally EEASA worked very closely with other NGOs, in every known case, to the benefit of EEASA and hopefully in many if not all cases, to the benefit of the other partner(s) as well. The most significant of these partnerships in terms of the benefits to environmental education in the region were with WESSA (including the highly successful *Share-Net* publications, in the establishment of which EEASA was a major role player, and in the development of courses), WWF-SA (which included the 1993 establishment of the first International Certificate Course in Environmental Education in Africa from which a number of other programmes including Southern African Development Community's *Regional Environmental Education Programme* (SADC REEP), were to grow).

We should likewise not forget the support of such well known **donor agencies** as Sida and DANIDA, who have provided valuable strategic assistance when it was required, such as for the 2001 Conference and Workshop in Lesotho, and who also supported projects across southern Africa. EEASA and several other environmental education initiatives also owe a debt of gratitude to the John T. and Catherine D. MacArthur Foundation, which not only assisted it for three years with the regionalisation process, but generously funded scholarships for post graduate students in environmental education throughout the SADC region. Most

recipients were or became EEASA activists who have taken the benefits of their education and experiences back to their communities.

EEASA has also from time to time engaged in mutually beneficial partnerships with various **government agencies** in the SADC area. The SADC has provided substantial support for EEASA, especially financial, but it has also had an important symbolic significance. The work and commitment of Mumsie Gumede ('Mama SADC' to some) stands out in this respect. The policy followed by successive EEASA Councils has generally been a willingness to work with all levels of government when this did not compromise the principles for which it stood, such as non-discrimination, and where the engagement would be to the benefit of EEASA and its members and to environmental education as EEASA believed it to be.

The possibilities of partnerships with EEASA were however not always welcomed and its influence with government prior to 1994 was very limited. The then South African National Department of Education did not recognise EEASA as having any legitimacy and was in fact deeply suspicious of what the organization was perceived to stand for. So too, the Department of Education and Training, which controlled about 70% of schooling in South Africa. EEASA's influence, such as it was, was limited to a few personal contacts in the Department of Environment Affairs, the provincial Natal Education Department and several of the 'homeland' governments, the most prominent of which were Bophuthatswana, KwaZulu and KaNgwane. Relationships with four of the five major conservation agencies in South Africa were generally good as most of them, in the absence of formal educational support, strove to develop environmental education as they understood it. A similar situation applied in the South African Administration in the former South West Africa where the ideas embodied in environmental education were often regarded with suspicion at best and sometimes as bordering on the subversive. In the early days of EEASA there was also a working arrangement with the statutory Council for the Environment in South Africa.

With the major social and political changes which took place in 1994, circumstances altered dramatically both in South Africa and its neighbouring states, where South Africans could be much more openly welcomed. Subsequently EEASA has, largely through its members, worked closely with all levels of government in the SADC region, three illustrative examples being in Namibia through NEEN (the Namibian Environmental Education Network), the curriculum process in South Africa, and the Botswana Environmental Education Network.

To summarise this point, EEASA has throughout its existence been a collaborative and partnership-orientated organisation. It has from its inception promoted the idea that the people of southern Africa have much more in common, particularly on environmentally related issues, than that which has often been used to create divisions between them. Most significantly, it has argued, 'we share one environment and the better we share it and collectively care for it, the better quality future all of us are likely to have'.

One of the most important recent developments within EEASA has been its **regionalisation** programme. Although EEASA was conceived as a *southern* rather than a *south* African organisation, and despite the annual conferences and workshops being held in many of the countries of the region, the centre of gravity and effective control of the organisation remained largely with South Africa, not least because that was where most of the members were.

By the late 1990s however, strong sentiments began to be expressed about a more effective sharing of power through a stronger regional structure in which all countries represented in EEASA would have equal decision-making authority and status. In principle there was little opposition to this, but the actual process of implementation which EEASA embarked upon proved to be a lot more difficult and had knock-on effects both in the organisation of conferences and in some of the Association's publications. Among the difficulties faced were not only issues such as finding appropriate constitutional mechanisms to regularise the processes being explored, but also issues of control, financial management, and representivity. There was also the enormous amount of time required of some of the individuals involved in the process such as the then president, Sibongile Masuku van Damme: she, like all other office bearers, was a volunteer with a full time job and a family. The Association owes her much, both for the time she devoted and for the way in which she managed the process. The current president, Innocent Hodzonge, ably assisted by treasurer Mumsie Gumede have honoured these efforts in their superb work in consolidating and strengthening the process.

Some of those serving on the Council at the time have provided interesting insights into aspects of the process.

“The difficulties emanated from the sense that South Africa was seen as playing the big brother and there was lots of criticism towards South Africans in Council even though at times they had valid issues to raise. The membership was highly South African and wisdom on conferences from South Africans who had hosted conferences was not usually considered” remarked one.

“It was a fantastic experience to find ourselves functioning as a regional unit” stated another, “but it did require a lot of behind the scenes relationship building, administrative sorting out, new funding pressures [with substantial donor funding to both support and bedevil the process] and alignment of ‘ways of work’ – I guess the ‘community of practice’ metaphor is useful here too, as many of the newcomers (e.g. people who came into the network just to help with country conferences) were new to the community and their ways and established practices were at times in conflict with those of EEASA. The frictions were mainly between these newcomers and the Council, rather than between South Africa and the other countries. The biggest ‘con’ for me was that environmental education in South Africa lost the benefit of a national network, as EEASA activities were now spread more thinly across the region. Establishment of SADC-REEP also contributed to this.”

The issue of the kinds of representation on Council – whether country or competence came first, and to which country one actually belonged – seems to have been a complex matter which was ultimately resolved with a constitutional changes which insisted that there should be no country representation as such on the Council, as those elected would lose sight of why they were there. Individual potential to contribute to EEASA and to Council proceedings was to take priority.

Matters were also bedevilled by the fact that historically EEASA had also never handled substantial amounts of money. The situation was not made easier with Council members spread out all over the SADC region and the additional administrative needs of the regionalisation process which also required Council meetings to be held more frequently with

attendant costs. With an overseas donor paying, they became a very expensive undertaking often exceeding R20 000 per meeting. This was in a sense damaging to the public spiritedness that EEASA had generally stood for and was clearly not sustainable. E-mail meetings were tried but apparently never worked satisfactorily. To the organisation's credit it has reverted to a smaller and more appropriate *modus operandi*.

On balance however, the majority of the members seem to feel that regionalisation was the right way to go, that the 'difficulties' faced were those that might have been expected, and that in the medium to long term both EEASA and environmental education will be strengthened.

Apart from its many other achievements, three facets of what EEASA is about deserve particular attention. These are its *conferences and workshops*, its *publications* and its role in *curriculum development* especially in South Africa and Botswana.

CONFERENCES AND WORKSHOPS

EEASA's annual organisation of an *environmental education conference and workshop* is generally regarded by its members as the most important of its functions – even described by some as 'the very heart of EEASA'. They had their genesis in the first *Teacher Education Workshop for Environmental Educators* initiated by Lynn Hurry on behalf of EEASA at the Umgeni Valley Nature Reserve, Howick, in September 1982, and attended by 16 individuals. It was a profoundly stimulating experience for those present and led, in 1983, to the first 'national' Workshop on Environmental Education, also at Umgeni Valley, attended by about 100 people from all over South Africa as well as Zimbabwe, Namibia and Swaziland. As if to emphasise the *southern* in its name the second 'national' workshop was held in Swaziland and attended by about 250 people, including many local persons of note. At this workshop EEASA began to consciously broaden its scope from teacher education to include social and political issues, something about which not everybody was happy. The third was held in Mmabatho in what is now South Africa's North West province and was attended by over 400 individuals. Since then numbers over 500 have become commonplace.

It was about this time that the notion of a conference as well as a workshop began to make itself felt and so the event gradually came to be called 'the annual conference and workshop' as it is now known. While formal presentations became a part of the proceedings, the event has successfully maintained its strong workshop element. Great care has been taken to ensure this, not only for the intrinsic value of the process, but also because the majority of EEASA members have considered it to be the essence and primary *raison d'être* for the gathering. Most gratifying to the founders however is that the now *international* annual conference/workshop has been held in most of the countries of southern Africa. A full list with details of place, theme and proceedings is appended as Addendum A.

The impact of the conferences/workshops on the places where they were held became evident at an early stage and provides an interesting study in itself as well as in the broader context of the development of environmental education in southern Africa. It is widely agreed that they have:

- acted as catalysts for the development of environmental education in those countries or provinces (in the case of South Africa) where they took place. The 1991 Conference/Workshop in Windhoek for example saw the establishment of the *Namibian Environmental Education Network* (NEEN) which affiliated with EEASA.
- strengthened the role and practice of environmental groups in those areas and drawn in local audiences in substantial numbers.
- developed new working relationships and friendships both within those countries and provinces, and across borders and boundaries.
- created forums and an ethos for confidence building, capacity development and networking where these did not necessarily exist before or were underdeveloped.
- opened space for new debate in those areas as well as enhancing the pursuance of the current debates of the time.
- provided a place for the crucial mix of local academic and non-academic groups, which could not always be taken for granted. They enabled the recognition of enterprise, achievement and initiative in the environmental education interests of both groups and, as a result, their mutual growth.
- often strengthened the intellectual, social and sometimes political stature of the members in the country or province concerned.

Each conference/workshop has had its highlights. Apart from those already mentioned, the 1990 Jonkershoek Conference/Workshop soon after FW de Klerk's groundbreaking speech was characterised by optimism for the future, despite some misgivings about EEASA becoming too politicised. The 1992 Howick Conference/Workshop started the lobbying and policy-involvement balls rolling, while the Environmental Education Policy Initiative (EEPI) was the focus of concern at Bloemfontein a year later. EEASA's first truly international Conference/Workshop was held at Kearsney College in Natal in 1995, attracting delegates from all over the world. The 1997 Conference/Workshop saw the formal establishment of the SADC Regional Environmental Education Programme and the 'Industry and Business EE Forum'. In 1998 regionalism was the major topic of discussion. The Conference/ Workshop at Gaborone in 2002 was centred around the theme of 'Environmental education processes for sustainable development' with a view to clarifying EEASA's long term vision for environmental education processes which would lead to sustainable futures in southern Africa. The result was the highly regarded *Gaborone Declaration* which became part of the proceedings at the Johannesburg World Summit on Sustainable Development (WSSD) in September 2002. The document is too long for reproduction here but is available from the EEASA secretariat and on the website. A significant contributor to this document was Vladi Russo, an Angolan, who steered it through EEASA as well as on to the WSSD.

A point which has been repeatedly made by participants over the years is that travelling to and from the conferences/workshops has been a significant positive bonus to the events themselves. Frequent reference has been made not only to the 'Bop Bus' (and later the Botswana 'Green' Bus) which regularly travelled from Mmabatho to wherever the conference/workshop was being held, picking up people all along the way, and finally disgorging 60 – 70 participants at their destination, but to the innumerable smaller groups who travelled in kombis, minibuses and other vehicles, often for two or three days and covering hundreds and sometimes thousands of kilometres. It was widely claimed that these

shared experiences had not merely led to getting to know each other well but to lasting friendships. It was also on occasions seen as an intellectual experience with debates *en route* often shaping one's thinking.

Notwithstanding these accolades, the increasing costs of attending the annual conferences/workshops became, from the around the turn of the millennium, an issue of debate among ordinary members. The first two workshops at Umgeni Valley and Mlilwane had cost the princely sum of R10/day for meals and accommodation. In 1988 the three days at Hogsback was R55, all inclusive, but by the late 1990s the cost had risen to R700 and was to increase further in subsequent years. The situation was aggravated by a sharp rise in the cost of transport in the 1990s and by the addition of registration fees. For many it had become too expensive to attend.

There was apparently no easy solution to the issue, as much of the increased cost of the actual workshop/conference was in food and accommodation. While at the earlier workshops, virtually all participants had been prepared to camp or be accommodated in school dormitories or other communal facilities, and to dine on basic fare, by the late 1990s there were among many actual participants, expectations of a greater variety in meals and somewhat more upmarket accommodation in hotels, guest houses and B & Bs. On occasions some delegates had quite unrealistic expectations. Expressions by members to the effect that 'the conference is now beyond most peoples means' and 'it is keeping the right people out' need to be heard. Alongside this there have also been expressions of considerable unease and even criticism of the expenses incurred by conference organisers in recent years. The issue has not yet been resolved in a way that once again provides opportunities for grassroots participation and accessibility.

Organisational issues have also recently come under the spotlight. While there has been overwhelming satisfaction and appreciation of workshop/conference organisation over the course of the 25 years, recent incidents such as the electricity being cut off at the Maseru Conference have caused frustration and for some left a bad taste. There was also some concern that abstracts for presentation were not being scrutinised with sufficient care and that politicians of some countries were being allowed too high a profile.

Despite these difficulties in the recent past, the EEASA conference/workshop is an institution which remains widely cherished. For the majority they are the highlights of their EEASA experience and for many it was the conference of their choice during a time of conference proliferation after 1994. The following comments capture some of this spirit:

- 'very special, cannot undervalue'
- 'keeps alive relationships, debates, discussion'
- 'critical for the development of an institutional memory'
- '*the place* to network, participate and try out ideas'
- 'the workshop dynamic which makes it so different'
- 'an incredible market place of ideas, resources and skills'

Tied closely to the conferences and workshops are EEASA's range of publications, many of them generated and stimulated by these events.

PUBLICATIONS

EEASA publications have fallen into seven overlapping groups:

The EEASA *Newsletter*.

The *Southern African Journal of Environmental Education*.

The *Environmental Education Bulletin*.

The EEASA monographs.

Conference and workshop *Proceedings*.

Miscellaneous publications.

Publications in collaboration with other organisations.

The EEASA Newsletter was started and produced for several years by Lynn and Derryn Hurry (who also designed the EEASA logo) first appearing in April 1982, within weeks of the founding conference. It was EEASA's first publication and in effect the first regular publication specifically devoted to environmental education in southern Africa. The content initially reflected news of progress as EEASA took shape, events, Council matters, membership issues, profiles of some of the individuals involved and guest columns from prominent environmentalists of the day, such as Nolly Zaloumis, Simeon Mlindeli Gcumisa and Theuns van Rensburg. It later expanded to incorporate a wide range of other materials, including general items of interest to environmental educators and practical ideas, fulfilling the functional niche which was later to be taken up by the *Environmental Education Bulletin*.

Regrettably, while an almost complete set of the *Newsletter* exists for the period until 1989, from then onwards many issues could not be traced, leaving major gaps until June 1994, when it was, according to *Bulletin No 8*, incorporated into the latter as a cost-saving measure. It has also not been possible from extant copies to trace the *Newsletters'* succession of editors over its 12 year existence. It clearly filled a vital role in its time both within EEASA and in communicating with the wider environmental education community.

The first *Southern African Journal of Environmental Education* – the establishment of which was among the founding aims of EEASA – was produced in November 1984 to serve as a forum for the exchange of ideas and opinions. It has now reached its 24th issue (see Addendum B for years of publication, numbers, themes and editors). The early *Journals* were primarily aimed at encouraging environmental educators to share and communicate their experiences and insights in written form. The editorial policy was eclectic and a wide range of materials from academic and research-based articles to practical matters, reports on programmes and even poetry were published. It is of note that research-oriented articles were carried right from the first issue and an article critically questioning the position of 'scientific thinking' in environmental management appeared as early as the second issue of the *Journal*. This eclectic approach was to lead to some tension between the expectations of EEASA's 'academic' and 'practical' constituencies, but it was the best that could be done with the resources available at the time. Articles were furthermore accepted in any southern African language and, while the majority were in English, others appeared in Afrikaans, isiZulu, Setswana and isiXhosa. From time to time 'themes' were promoted to encourage debate in certain areas which the editor and the EEASA Council felt could benefit from some focused attention and encourage writers in different fields. The *Journal* also regularly carried information supplements such as brochures on pollution, and publication lists and educational resources from environmental agencies and museums.

The costs of producing the *Journal* were, as might be expected, in some ways problematic. Details have been lost but the cost of Issue No 1, which was typeset and commercially printed was about R1 200 for 500 copies – a lot of money in 1984. This was not sustainable from EEASA's perspective and an alternative approach was sought. Subsequent issues were produced on a good typewriter and a cut and paste (with scissors and glue!) basis. The editor was responsible for its production from start to finish: typing out the often hand-written manuscripts received, page layout, cover design, printing arrangements (photo-ready pages were made up), distribution and posting. The editor's entire family participated in the process and one of the editor's children first learnt her numbers by sorting the postal codes on the membership address lists. As a result, costs between 1986 and 1989 were kept down to below R500 per issue which was about what the Association could afford.

By Issue No 3 however, the then president, Frances Gamble had managed to raise a number of sponsors who contributed to these costs. These sponsors are recorded on the back cover of each of the early *Journals* but were not without some controversy. An interesting debate arose for example, on the ethics of accepting sponsorship from tobacco and liquor interests. After some soul searching the Council decided that they would temporarily have to live with it as it was the only way that the *Journal* could be produced at the time. When the issue was presented at the next AGM there were no objections from members.

By 1988 there was a general feeling among members that the Association needed a more academically oriented journal if it was to grow further and encourage theoretical debate and research. An opinion survey carried out in that year confirmed this and from 1989 the *Journal* altered its ethos to a more academic orientation while, with increased funding available, a new *Environmental Education Bulletin* was created to cover the more practical concerns and issues of much of the membership. This decision proved to be a wise and enduring one, both periodicals still appearing on a regular basis and satisfying both interest orientations.

It might be noted too that there was also recognition in the wider environmental education community of the need for the development of a body of theory appropriate to environmental education in Africa. This kind of thinking fuelled the arguments put forward for the establishment of the Murray & Roberts Chair of Environmental Education at Rhodes University which was in the course of events to become closely associated with EEASA.

The *Journal* continued to grow in stature and academic content. Issue No 10 in late 1989 already reflected the more theoretical and extended nature of articles and by Issue 11 in 1990 an editorial board with the first international representation had been formed. That issue also saw the first fruits of the new MEd in Environmental Education at Rhodes University in the form of student's research reports. In 1993 (Issue No 13) the first articles on the notions of 'sustainable living' and 'sustainable development', issues which had been brought to the fore at the pivotal Dikhololo Workshop 1993, were carried. From this time onwards, as South Africa began to emerge from its isolation, international contributions, including from Africa, began to be received and published on a regular basis.

The process of growth was not however without problems. The *Journal* did not appear between 2000 and 2002, for example, largely because of the difficulties of finding an editor with both the extensive time and sustained commitment, as well as acumen, required. This

situation was opportunely resolved when Heila Lotz-Sisitka agreed to take on the editorship in 2003.

Perhaps the most important event in the life of the *Journal*, other than its establishment, was when in 2001 it was granted the status of an ‘accredited journal’ after a lengthy process of application and evaluation by the South African National Department of Education. In South Africa, accredited journals earn significant financial subsidies for the academic institution to which an author belongs and are thus highly regarded as vehicles for publication of scholarly work. This has also substantially enhanced the professional credibility of EEASA as an organisation.

With these developments however, and the concomitant need for a more professionally produced and ‘glossy’ *Journal*, the matter of cost once again reared its head – one recent issue costing R50 000. Thus far the increased costs of production have been generously subsidised by some of EEASA’s partners in environmental education, most particularly the SADC Regional Environmental Education Programme, but this is not an indefinite solution. The *Journal* is now also published and freely available online to enable wider access.

EEASA members’ reflection on, and perception of, their *Journal* constitute an important historical frame. For many of those in academia the 2001 accreditation was the highlight of its existence, greatly increasing its attractiveness for publication. For the majority of members however, most of whom have never published in the *Journal*, it, along with the *Bulletin* has a much wider importance, reflected in such comments as ‘it has kept us together’, ‘it has made our work visible’ and ‘it has reflected debates that have been important in the development of environmental education in southern Africa over many years’. It has also, importantly for some, been the primary reflection of changes in the social and educational landscape of environmental education in the sub-continent. For others it is a source of joy that ‘international people know about it and use it’ Perhaps the final word belongs to former EEASA president, Jim Taylor who considered that “its most important attribute from its earliest days was that there was open access for its potential contributors; writers could easily meet, talk to and engage with the editors at workshops, at a time when many academic publications were inaccessible – there was a human face behind the publication”.

All this is equally true of the *Environmental Education Bulletin* which, as noted above, was established as a separate publication in July 1989 with Anne Irwin as its first editor (see Addendum C for years of publication, numbers, themes and editors). As originally intended, it has been characterised by its devotion to the practical and hands-on kinds of activity which concern a large proportion of EEASA members in their daily practices. In this respect it has fulfilled a more important role than the *Journal* for it has enabled individuals, groups and organisations to share their experiences and has generally been seen as a focus of innovative ideas. With few exceptions in its early years, the *Bulletin* has not promoted themes but been kept wide open for any kind of input.

Despite the gelling effect of EEASA conferences and workshops referred to earlier, there is of course within this conundrum always some danger of ‘two EEASAs’ moving apart from each other. It is not entirely fortuitous however that throughout its existence, deliberate and conscious efforts have been made by virtually all of EEASA’s academically oriented members to prevent this happening by themselves engaging in grassroots work, firmly rooted

in a widespread belief in the concept of praxis. They have benefited enormously from the process.

The *Journal* and the *Bulletin*, complementing each other as they do are in many respects not only the joint flagship of the Association, but the glue which has held its membership together. They have provided a voice and an outlet for those who would for many reasons, not otherwise have shared their views, insights and wisdom in writing.

EEASA has thus far produced four research oriented *monographs* (see Addendum D). They were produced mainly for what were considered to be ‘strategic reasons’ and as a response to a perceived need at the time. The first one, *Evaluation in environmental education*, appeared at a time when the notion of educational evaluation and evaluation theory was becoming an area of growing interest and application in southern Africa. The second monograph, *Projects in water quality monitoring*, was produced at a point when, through the work of several EEASA members, there was a wakening of interest in the importance of water quality and its relation to health. It was also at the time when the relationship between action research and fieldwork was becoming understood in this part of Africa. Monograph 3 centred attention on, and provided a mechanism for, some focussed discussion around the issue of indigenous knowledge, as the idea began to emerge in an often inadequately thought through and sometime romantic way in southern Africa in the late 1990s. Titled *Indigenous knowledge in/as environmental education processes*, the Monograph took the first steps to problematising the issue although there is still a long way to go and some tough debate ahead. The fourth monograph, entitled *Environmental education, ethics and action in southern Africa* was produced in collaboration with the [South African] Human Sciences Research Council, to coincide with the 2002 *World Summit on Sustainable Development* in Johannesburg. It aimed *inter alia* at strengthening international relationships in respect of its topic and is today still one of the HSRC’s most sought after publications.

Where they exist and could be traced, *conference and workshop proceedings* are listed in Addendum A. Detailed records of the proceedings of the early workshops could not be traced and it is quite possible that no formal proceedings were produced. Capacity to produce them at the time was limited. It would also appear from the documentation in the archives, that for reasons relating to the regionalisation process, problems with the quality of some of the submissions and inexperience, proceedings of some of the most recent conferences have been slow to appear.

The category of *miscellaneous publications* includes items such as information sheets, brochures, catalogues, general information on EEASA, and lists of names and addresses. They are generally produced on a needs basis.

The most significant *publications in collaboration with other organisations* are arguably WESSA’s highly successful *Share-Net* series of publications, but there have also been other important partners such as the HSRC, the former Bophuthatswana National Parks (prior to 1994), South African government departments such as the Department of Environmental Affairs and Tourism (subsequent to 1994), SADC-REEP and private publishers.

CURRICULUM WORK

At this point we move to a particularly South African set of events, the incorporation of environmental education into the national curriculum for schools. There is a wealth of documentation on the process, but within the contextual framework of this booklet only the barest outline can be offered.

The process appears to have germinated in discussions among EEASA members before and during the 1992 Conference/Workshop. This was linked to a *Policies and Procedures* survey co-ordinated by EEASA in 1992 in response to a call from members to play a more proactive lobbying role in educational transformation. It was felt by many, and articulated most cogently by Danie Schreuder and a group of his colleagues at the University of Stellenbosch that if EEASA did not get involved in policy work and take the window of opportunity then offered, it would be marginalised and become largely irrelevant. It was in this context, (according to the *Final Report* on the process) that Tinus Joubert of the Department of Environment Affairs (DEA) “approached the EEASA Council with the proposal to assist in forming part of a Working Group to implement a suitable formal education initiative”. EEASA was regarded as a broadly representative association with adequate credibility in the political context of the day. As the Association had already received a mandate from its members to engage with educational policy developments and to lobby in the interests of environmental education, the proposal was readily accepted. To quote the *Final Report*,

“The purpose of the project was to engage with formal education decision-makers (Departmental, NGOs and extra-parliamentary) in order to influence their thinking and to ensure that the environment, through environmental education, is adequately represented in formal education policy and curricula.”

This process, in effect a government civil society alliance, was to be a consultative one and came to be known as the *Environmental Education Policy Initiative*, the seed money for which was provided by Gold Fields via WWF-SA.

Part of the process was to run regional workshops at grassroots level and for these to culminate in a national workshop. This took place at the Dikhololo Conference Centre near Brits in August 1993 at a time when social and political conditions in South Africa were very fragile and the country was in the grip of a low intensity civil war. It was the first occasion on which political groupings of widely differing persuasions met to exchange views about the environment and about education, and was arguably the most influential workshop in the history of environmental education in South Africa. It was attended by a wide range of interests from the three areas listed above as well as two international experts funded by the WWF (UK). In retrospect, many see it as a landmark event.

In terms of its long term impact, the *Dikhololo Workshop* achieved a number of things:

- It provided the space and the opportunity to start talking about the politics of transformation: diverse role players came together for the first time, got to know one another and to talk about a new South African education system.
- Curriculum as a central concern of educators was placed firmly on the agenda of educational transformation, allowing and creating space for the EEPI to evolve into the curriculum initiative described below.
- The issue of the environment in the agenda of the possible new government was given body, and the importance of the biophysical environment in relation to the social and economic environments was highlighted. Given its long

record of commitment to a holistic view of the environment, EEASA was in a particularly strong position in this regard.

EEASA is indebted to Alistair Clacherty for his work in facilitating the processes towards the Workshop and in the production of the *Final Report: The Incorporation of Environmental Education into Formal Education*.

The process was to evolve into the *Environmental Education Curriculum Initiative* (EECI), in which EEASA again played a leading role and which was to lead to the development of the current *National Curriculum Statement* (NCS) of South Africa, which included as one of its central pillars a *healthy environment*. EEASA's role in this was also crucially supplemented and supported by work done at the University of Stellenbosch and at Rhodes University, which added leverage to its contributions to the national debate. This joint effort was significant in two ways:

- The building of capacity in curriculum development in the early days
- Out of it flowed the notion of 'Learning for Sustainability programme' and the *National Environmental Education Programme* (NEEP) which was to be located in the office of the National Minister of Education.

Theoretically, every child in South African schools now has to deal with environmental issues in every subject area but these are no grounds for complacency. The real challenge lies in the implementation and in assessing the impact of this. In terms of implementation, a key new challenge lies in the articulation of what has become known as 'education for sustainable development' (ESD). As Rob O'Donoghue has rightly pointed out, "its great that we have got a curriculum that has environment in it but we must continue to be critical of what institutions can achieve with it. Research must continue into what is actually happening."

Involvement in the lobbying and political process of post-1994 curriculum development in South Africa has for many of its members been EEASA's most important achievement. There is wide agreement that the debates engendered by the EEPI – EECI process were a healthy development for all the participants. One example of these was a group of EEASA members starting to open up 'science' as a contested area – a harkening back to Heisenberg's Uncertainty Principle in a South African context. Reciprocally, those EEASA members who were active in the process developed a deep and unique expertise in the field of curriculum development from which the organisation as a whole continues to benefit.

It is probably not an exaggeration to claim that EEASA's contribution to the new South African curriculum has been profound. It is a widely held view outside of EEASA circles that the EECI – EEPI process would have been far from adequate without the EEASA input i.e. the active participation of its members. It is remarkable how a relatively small professional oriented association came to participate in a national output. Finally and equally important, and despite having focused on the South African case study, we should also not lose sight of the curriculum developments supported by EEASA members in the other SADC countries. It is a history yet to be written.

MEMBERS' REFLECTIONS

In conducting the research for this booklet, I asked those whom I surveyed two related questions: 'what sort of things they thought EEASA might, or could have, addressed but had not' and 'where they thought it might/should go in the future'?

On the **first question**, while most responded by saying that it was simply too difficult to answer, a pattern nevertheless emerged. Some felt it had not missed anything serious; that the Association had, within its relatively limited resources, exercised a responsible and wide-awake process and had been flexible when needed. 'Nothing of significance had been lost by not happening'.

Others felt however that EEASA needed to work more vigorously as a regional body; that even since the regionalisation process had been completed, some key issues such as curriculum and the lack of professional development had not been adequately picked up in some countries, despite the work done by SADC REEP. There was also concern as to what would happen when the Regional Environmental Education Programme, as currently conceived, changes its structure and role at the end of 2007. Curriculum development, it was argued, could have been more regionally orientated with more work done in countries other than South Africa, particularly given the expertise in this field which had been developed within EEASA.

There was also a feeling amongst some, that EEASA had failed to endorse some of the good curriculum materials which had been produced in South Africa. Others felt that the well-intentioned 'Teacher Education Network' had never really got going, and yet teachers were most in need of support if we as a society were to achieve the generally accepted goals of 'environmental education' and 'education for sustainability'. Yet others considered that more might have been done for public environmental awareness and environmentally related job creation. EEASA's own economic stability and the perceived failure to address it on a sustainable basis was also expressed as a cause for concern.

Some of these expectations, such as they were, were perhaps a little unrealistic, not only because of the potential costs involved, but perhaps more importantly, in terms of the temporal capacity of those individuals with the appropriate expertise. All were, after all, doing EEASA work on a voluntary basis in addition to their often onerous full-time occupations.

As the future is amongst other things an extension of the past, and feelings about the future also reflect to some degree on the past, members were asked what they thought *the future direction of the organisation* should or might be. Consistently, in the light of the general pattern of responses recorded, many felt that it should retain what it has got and continue to build on its best features such as networking, publishing, maintaining a balance between 'practical environmental education and philosophy/theory', workshopping, and encouraging personal development in all spheres of activity. Others took a different view, raising many of the issues which have been touched on elsewhere. These included representivity (there was a strong feeling that ability and willingness to do a job was more important than representivity for its own sake – "EEASA needs movers and shakers, not people who do nothing" one member of long standing argued); keeping the finances in order (there were some firm views on EEASA needing to consciously avoid becoming a donor funded project); firming up the

subscription base; having affordable conferences, and putting greater emphasis on the biophysical aspects of the environment, especially ecology. Three particularly perceptive suggestions are worth recording:

- “We need to be careful to avoid just ‘reaching out’ as do many other institutions. We should rather be looking around and *critically* reaching out, which is a significant institutional achievement associated with EEASA.”
- “It is vital to revive the once vibrant network and start holding mini-conferences and workshops in South Africa as a way of growing the local network, and to supplement the accredited courses with more informal capacity building opportunities.”
- “We need to be both an organised lobby in line with changes in civil society in southern Africa – one needs to ‘represent’ someone to make one’s voice heard – but at the same time attend to our tasks of debating issues and ideas.”

FUN, PERSONALITIES AND MEMORABLE OCCASIONS

To turn to lighter matters, EEASA has clearly, for the majority of those associated with it, also entailed a great deal of fun although people may define ‘fun’ in different ways. For some it was getting stuck in the snow on the way to a conference, and for others developing learning materials. For one president, one of her most memorable experiences was sitting “stuffing 450 envelopes with dark green EEASA journals – both tired and pleased that we had such a big community to serve and something to offer them! ”. For a few privileged individuals it was watching ‘the EEASA bigwigs’ playing the role of various birds in the Hadedda Island game. EEASA’s capacity for socialising and parties is legendary and needs no elaboration.

There have also been many colourful characters involved with EEASA, some of whom are mentioned elsewhere, but Rob O’Donoghue, open minded, fun loving, practical, undisputably an intellectual leader and always willing to engage in debate, almost certainly gets top billing. This despite the frequent observation from friends, colleagues and collaborators that they often didn’t have a clue to the language he was using or what he was talking about! There was also the occasion in Namibia when he spent an hour plugging a leaking petrol tank with his thumb until assistance arrived. Others such as Rams Ramuthla, Barulaganye Mogotsi, Mumsie Gumede, Doc Shongwe, Solly Mosidi and Malcolm Powell follow closely on Rob’s heels.

There are also more serious memorable occasions, Danie Schreuder’s valedictory address at the Treverton Conference in 2004 being for many a highlight of their EEASA experience. Working closely with colleagues and friends on particular projects was also frequently cited, while for others, doing their first presentation at a conference or workshop, or watching their students do it, were most memorable. Some recalled those who are no longer with us; the unforgettable Mike Molefe who could use any patch of ground anywhere to demonstrate the principles of ecology; many recalled where he exercised his profound ability to imbue others with the wonders of life under a Leadwood tree in Pilanesberg. Also Frances Gamble – always willing to lend a hand and help those in a bundle of nerves with preparing their first EEASA presentations.

EEASA presidents, along with the editors of its publications, administrative secretaries and treasurers, have perhaps played the major role in holding the Association together. The responsibility for making things happen and making them work, from workshops and conferences to regular Council meetings, has been primarily theirs. A chronological list of presidents and their terms of office is given in Addendum E, but it is appropriate to give a brief profile of each as they are remembered by those who worked with them, particularly those who for one reason or another are now less visible to us.

John Vincent, the first president, and deputy-director of the Natal Parks Board at the time he held office, has most often been described as ‘a scientist full of enthusiasm for environmental education’ who, with his great administrative strengths, undertook the key tasks of setting EEASA on the right track during its first year of existence. He was followed by Lynn Hurry, an educationist, writer, visionary, and a committed communicator. As is evident in these pages, he too ‘made things happen’ and established a pattern of action with the conferences, workshops and publications which continue today. Frances Gamble, an academic geographer is most fondly remembered as a kind, gentle and nurturing person, but with formidable administrative competence and razor-sharp political astuteness. She provided EEASA with structured administrative processes and procedures and opened doors into closed places, including across South Africa’s borders – a lasting and priceless legacy in a far-flung voluntary organisation. Frances, to the great sadness of the environmental community, died at a relatively young age in 1997.

Jim Taylor is best remembered as unflappable, the great sharer of ideas and resources, for the pragmatic stability he gave to EEASA and for always optimising the circumstances in which he and EEASA found themselves. He made it work for its members at a time when financial constraints were a constant concern. His considerable diplomatic skills also secured funding and sponsorship which still benefits the Association. A good deal of the credit for Share-Net also belongs to Jim, not forgetting the support he received from SADC REEP in this regard. Rams Ramuthla, Deputy Director of Bophuthatswana National Parks and later Assistant Director of South African National Parks, was one of those larger than life, colourful personalities who enrich everybody they come into contact with. A teetotaller with strong moral convictions, Rams radiated enthusiasm and confidence and gave to EEASA the profile of a dynamic and visionary organisation. Sadly, shortly after leaving office, Rams was killed in a car accident in which he was a passenger.

Following upon Rams, Eureka Janse van Rensburg (now Eureka Rosenberg), coming from a background in medical science and psychology, was to become one of South Africa’s best known environmental educators. The first graduate of the MEd in Environmental Education at Rhodes University and the first occupant of the Murray & Roberts Chair of Environmental Education, Eureka above all brought intellectual strength and strong research interests to EEASA. A workaholic of note, she also published extensively, greatly adding to EEASA’s international profile during South Africa’s early stages of political transition. Sibongile (Lynette) Masuku van Damme is remembered with deep affection by everyone who worked with her. Widely regarded as providing exemplary leadership, she steered EEASA on a steady course both financially and administratively during the early difficulties with regionalisation. It is perhaps inappropriate to say too much about Innocent Hodzonge, current president of EEASA other than that he is highly regarded by all for his integrity and wise leadership. There can be little doubt that a future history will have much more to say.

EEASA presidents have without exception been held in high regard by the members in general and in particular by those colleagues and associates who worked closely with them. The Association has been singularly fortunate in this respect.

There is no question that EEASA would not be what it is today without the work done over the years by its, usually part-time, secretariat and its treasurers. This succession of highly competent and dedicated women (see Addendum F) kept the Association running in its day to day affairs, did the legwork for conferences and workshops, organised Council meetings, kept records and did a host of other things too numerous to record, but which needed to be done. If the presidents have been the head, they have been the backbone of the organisation. EEASA owes them a resounding salute!

TOWARDS AN OVERALL ASSESSMENT

In trying to reach an overall assessment of the role which EEASA has played in southern Africa, it would not be too chauvinistic to conclude that within its framework as a voluntary association of individuals, it has made a major contribution to the development of environmental education. Always responsive and rationally transformative in nature, it has done a good job drawing on the resources at its disposal – primarily the dedication and expertise of its members. It brought environmental education and people together and in doing so stimulated both the practical and the theoretical dimensions of the field. In the words of Rob O'Donoghue, "it provided fodder for critical academic writing and a lot of capital for thinking in Africa – not many institutions have got that".

In the southern African sub-continent, community-based environmental education programmes have mushroomed; environmental education has become a new focus in industry training and public education has become an important focus of environmental education work. Increasingly, environmental educators in the SADC region are defining a clear 'African' focus for environmental education, with the mobilising of indigenous knowledge of the environment being seen as a significant contributory factor. EEASA remains at the forefront of developments as exemplified by the *Gaborone Declaration* produced prior to the WSSD in 2002.

The last few thoughts should perhaps summarize the experience of EEASA members. The Association, for many, has been a strong sense of belonging, of being part of a supportive network, a space to meet, a place to test ideas (even hare-brained ones) within a supportive and tolerant framework, and to develop skills as varied as writing, presentation and fieldwork. For some, its virtues lay in that it was 'low key' and unpretentious, and had never been a one-person show but rather a 'kaleidoscope of people volunteering their time and expertise'. For others it has been strategically important to scholarship and the growth of environmental education. It can be synthesised in the oft quoted statement at conferences and workshops that "*EEASA is us, not something out there*".

Without in any way suggesting complacency or smugness, it would, I hope, be widely agreed that EEASA has overwhelmingly fulfilled not only its own aims but the hopes and aspiration of its founders.

SOURCES and REFERENCES

A wide range of material was drawn upon in the production of this booklet. Apart from extensive interviews with members, including past and present office bearers, the following *general references* were used.

- EEASA files on correspondence.
- Annual presidents' reports.
- Minutes of Council meetings.
- All EEASA publications.
- The proceedings of all EEASA conferences/workshops where they could be traced. (See Addendum A)
- General records of workshops and conferences, both 'national' and local.
- A wide variety of miscellaneous documentation.

Much of this material is to be found in the EEASA archives, but there is also a substantial amount in the private collections of members.

Selected references to specific issues in the text, and further reading for those interested, include the following:

- Anon** 1977 *The Tbilisi Declaration* *Uniterra* 2 (9) 1 –5 Oct/Nov
- Anon** 1980 *Environmental education in the light of the Tbilisi Conference* Paris Unesco
- Anon** 1980 *World Conservation Strategy: living resource conservation for sustainable development* Gland IUCN/UNEP/WWF/FAO/UNESCO
- Anon** 1988 *From strategy to action: how to implement the report of the World Commission on Environment and Development* Gland IUCN
- Anon** 1990 *The challenge to the South: the report of the South Commission* Oxford OUP
- Anon** 1990 *Sustainable development: a guide to our common future* Geneva The Centre for Our Common Future
- Anon** 1991 *Caring for the earth: a strategy for sustainable living* Gland IUCN/UNEP/WWF/FAO/UNESCO
- Anon** 1992 *UNCED: The way forward: action for Unced* Gland WWF
- Anon** 1992 *UNCED: Implementation NOW!* Gland WWF
- Barney G O** (Ed) 1980 *The global report to the president of the United States: entering the 21st century* New York Pergamon Press
- Barrett K & van der Merwe C** 1992 *Inside the earth summit: environment and development education* Auckland Park Frontline Publications
- Brandt W** 1983 *Common crisis North South: Cooperation for world recovery: the Brandt commission* London Pan Books
- Chimbodza Iris, van Ongevalle Jan, & Madondo Manasa** 2004 *Environmental education in action in secondary teacher training in Zimbabwe* *Southern African Journal of Environmental Education* 21: 108 – 119
- Clacherty A** 1993 *The incorporation of environmental education into formal education Final report* presented to the Department of Environment Affairs. Johannesburg EEPI
- Clacherty A** 1993 *The Environmental Education Policy Initiative: reflections on the process* *Southern African Journal of Environmental Education* 13: 3 – 6

- Clayton J F** 1981 *Outdoor education for South African schools* Unpublished Doctoral thesis Unisa
- DEA** (Department of Environment Affairs) 1992 *Draft White Paper: Policy on a national environmental education system for South Africa* Pretoria
- DEA** (Department of Environment Affairs) 1992 *Building the foundations for sustainable development in South Africa: National Report to the United Nations Conference on Environment and Development to be held in Rio de Janeiro* Pretoria
- DEAT** (Department of Environmental Affairs and Tourism) 1996 *Green Paper for public discussion: An environmental policy for South Africa* Pretoria
- DEAT** (Department of Environmental Affairs and Tourism) 1996 *Green Paper on the conservation and sustainable use of South Africa's biological diversity* Pretoria
- DEAT** (Department of Environmental Affairs and Tourism) 1996 *Towards a new environmental policy for South Africa* Pretoria
- DoE** (Department of Education) 1995 *White Paper on Education and Training* Pretoria DoE
- DoE** (Department of Education) 1997 Curriculum Policy documents Pretoria DoE
- DoE** (Department of Education) 2002 *Revised National Curriculum Statement: Grades R – 9 (Schools)* Pretoria DoE
- EEASA** 2007 Website: www.eeasa.org.za
- EEASA** 1992 EEASA, the workshop, some achievements and the challenges ahead *Environmental education and development: Proceedings of the Tenth Anniversary Workshop, Howick, Natal 16 – 18 July* Howick EEASA
- Hattingh J** 2002 Conceptualising ecological sustainability and ecologically sustainable development in ethical terms: Issues and challenges *Annale* University of Stellenbosch
- Henrichson C** Undated *Our common future: a readers guide: The Brundtland report explained* London Earthscan
- Hughes** Bridget 1998 Still in an environmental education curriculum research story *Southern African Journal of Environmental Education* 18: 14 - 18
- Hurry Lynn B** 1978 *Report on conservation awareness and formal education.* Johannesburg Wildlife Society of Southern Africa
- Hurry L B** 1984 Directions in environmental education and their implications for the training of primary school teachers in the Transvaal: a discussion of four B.Prim.Ed programmes *Southern African Journal of Environmental Education* 1: 10 – 12
- Irwin Pat** 1988 EEASA members opinion survey/OOGSA lede meningsopname *Southern African Journal of Environmental Education* 9: 12 – 15
- Irwin Pat** 1990 The concept of environmental education and the development of environmental education in South Africa *Southern African Journal of Environmental Education* 11: 3 - 7
- Irwin P** 1992 *Environmental education in Bophuthatswana with particular reference to pre-service primary teacher education* Unpublished Doctoral thesis University of South Africa, Pretoria
- Irwin Pat** 1997 15 years on and time for a reflective pause? *Southern African Journal of Environmental Education* 17: 1 - 2
- Irwin P** 2003 A brief history of environmental education and the role of EEASA in southern Africa *Proceedings of the 21st International Conference of the Environmental Education Association of Southern Africa.* pp 138 – 145
- IUCN** 1971 Education and the environment *Papers of the Nevada Conference of 1970 and the Zurich Conference of December 1971* Morges IUCN Publication New Series

- Janse van Rensburg E** 1994 *Research priorities for environmental education in southern Africa: Preliminary report* *Southern African Journal of Environmental Education* 14: 3 – 9
- Janse van Rensburg E** 1996 Policy and research priorities in transformation – or not? *Southern African Journal of Environmental Education* 16: 68 – 76
- Janse van Rensburg E** 1995 *Environmental education and research in southern Africa: A landscape of shifting priorities* Unpublished Doctoral thesis Rhodes University, Grahamstown
- Jickling B** 1992 Why I don't want my children to be educated for sustainable development *The Journal of Environmental Education* 23 (4) 5 – 8
- Jickling B** 1999 Beyond sustainability: Should we expect more from education? *Southern African Journal of Environmental Education* 19: 60 – 67
- Jickling B & Sporg H** 1998 Education for the environment: A critique *Environmental Education and Information* 17(2)
- Keating M** 1993 *The earth summit's agenda for change: a plain language version of Agenda 21 and the other agreements* Geneva The Centre for Our Common Future
- Ketlhoilwe Mphemelang** 2003 Environmental education policy implementation in Botswana: The role of secondary education officers and school heads *Southern African Journal of Environmental Education* 20: 75 – 84
- Lotz-Sisitka H & Janse van Rensburg E** 2000 *Profile of environmental education developments in South Africa* in Contextual Profile of the Learning for Sustainability Project
- Lotz-Sisitka H & Raven G** 2001 *Active learning in OBE: Environmental learning in South African Schools. Report of the NEEP – GET Pilot Research Project* Pretoria DoE
- Lupele J** 2003 Participatory materials development in rural Zambia *Southern African Journal of Environmental Education* 20: 85 – 96
- Lupele J** 2002 *Contextual profile as a monitoring tool* Discussion paper, WWF Zambia Education Project, Lusaka
- Nhamo Godwell** 2006 Actor/Actant-Network theory as emerging methodology for environmental education research in southern Africa *Southern African Journal of Environmental Education* 23: 34 – 47
- Obol Charles, Allen Irma, Springall Bach Helen** 2003 Environmental education policy processes in the southern African region *Southern African Journal of Environmental Education* 20: 22 – 38
- O'Donoghue Rob** 1987 Environments, people environmental education: a story of bananas, frogs and the process of change *Southern African Journal of Environmental Education* 5: 11 - 14.
- O'Donoghue Rob** 1993 Clarifying environmental education: a search for clear action in southern Africa *Southern African Journal of Environmental Education* 13: 28 – 38
- O'Donoghue Rob** 1996 *Detached harmonies: a study in/on developing social processes of environmental education in eastern southern Africa* Unpublished Doctoral thesis Rhodes University
- O'Donoghue Rob** 1999 Participation: An under theorised icon in research and curriculum development *Southern African Journal of Environmental Education* 19: 14 – 27
- O'Donoghue Rob & Mc Naught Carmel** 1989 Environmental education: The development of a curriculum through 'grass roots' reconstructive action *Southern African Journal of Environmental Education* 10: 16 - 24
- O'Donoghue Rob & Taylor Jim** 1988 Towards participant-centred resource development for environmental education *Southern African Journal of Environmental Education* 7: 3 - 5 & 31

- Okut-Uma R & Wereko-Brobby** 1985 Environmental Education: the African dimension
The Environmentalist 5 (2) 137 – 142
- O’Riordan T** 1981 Environmentalism and education *Journal of Geography in Higher Education* 5 (1) 3 – 17
- Republic of South Africa** 1997 White paper for Environmental management Policy for South Africa *Government gazette* 28/7/1997
- Sandbrook R** 1992 From Stockholm to Rio *Earth Summit* Rio de Janiero UNCED
- Schreuder Danie** 1995 A role for environmental education in the process of educational reconstruction in South Africa *Southern African Journal of Environmental Education* 15: 18 – 25
- Taylor Jim & O’Donoghue Rob** 1990 Towards a cooperative network for environmental education *Environmental Education Bulletin* 2: 2- 5
- Taylor R J** 1997 *Share-Net: a case study of environmental education resource material development in a risk society* Unpublished Doctoral thesis Rhodes University
- UNCED** 1992 *Agenda 21* Rio de Janiero Unced
- UNESCO** 1977 *Trends in environmental education* Paris Unesco
- UNESCO** 1997 *Educating for a sustainable future: A trans-disciplinary vision for concerted action* Paris Unesco
- UNESCO/UNEP** 1978 Tbilisi principles of Environmental Education *Connect* 3 (1)1
- UNESCO-UNEP** 1997 Education for sustainable development: A priority for the world community *Connect* 21 (2) 1
- WCED (World Commission on Environment and Development)** 1987 *Our common future* [The Brundtland Report] Oxford OUP
- Wright Tim** 1988 Pep-Up: A review of the Umgeni Valley Project evaluation process *Southern African Journal of Environmental Education* 7: 15 - 18 & 25
- Wynberg R** 1993 *Exploring the earth summit: Findings of the Rio United Nations Conference on Environment and Development: implications for South Africa* Cape Town Department of Environmental and Geographical Sciences, University of Cape Town

ADDENDUM A

NATIONAL and INTERNATIONAL CONFERENCES and WORKSHOPS OF EEASA

The EEASA archives are currently located at the Umgeni Valley Nature Reserve, Howick.

- 1982 (Sept) First 'Teacher education workshop for environmental educators', **Education Centre, Umgeni Valley Nature Reserve, Howick.**
[No record of the proceedings could be traced.]
- 1983 (12 – 14 Aug) National Workshop on Teacher Education in Environmental Education, **Umgeni Valley Nature Reserve, Howick.**
[No proceedings have been located, but there is some documentation in the EEASA Archives.]
- 1884 (24 – 26 Aug) **Mlilwane Nature Reserve, Swaziland.** A joint venture of EEASA, Mlilwane Nature Reserve and the Environmental Education Working Group in Swaziland.
[No proceedings could be located, but there is some documentation in the EEASA Archives.]
- 1985 (31 Aug-1 Sep) **Mmabatho High School, Mmabatho, Bophuthatswana.** A joint venture of EEASA, the University of Bophuthatswana and Mmabatho High School.
[No proceedings could be located, but there is some documentation in the EEASA Archives. There are also some papers published in subsequent issues of the *Southern African Journal of Environmental Education.*]
- 1986 (22 – 24 Aug) **Golden Gate Highlands National Park.** A joint venture of EEASA and the South African National Parks Board.
[No proceedings could be located, but there is some documentation in the EEASA Archives.]
- 1987 **St Martin's School, Johannesburg.**
[No records of this workshop could be traced.]
- 1988 (19 – 21 Aug) **Hobbiton -on -Hogsback Outdoor Education Centre, Hogsback.** A joint venture between EEASA and the Albany Museum.
Theme: *Environmental education and the community*
[No proceedings could be located, but there is some documentation in the EEASA Archives.]

- 1989 Aug **Pilanesberg National Park, Bophuthatswana.** A joint venture of EEASA and the Bophuthatswana National Parks Board.
[No proceedings could be located, but some papers were published in subsequent issues of the *Southern African Journal of Environmental Education*]
- 1990 (17 – 19 Sep) **Jonkershoek, Stellenbosch.** A joint venture of EEASA, the University of Stellenbosch and the National Parks Board of South Africa.
[Published as *Proceedings of the Annual Workshop held at Jonkershoek, Stellenbosch 17th – 19th September 1990* in the *Environmental Education Bulletin No 3* November 1990.]
- 1991 (10 – 12 Jul) **Centaurus High School, Windhoek.** A joint venture of EEASA and the Namibian Ministries of Education and of Wildlife Conservation and Tourism.
[Papers and Presidents Report published in *Environmental Education Bulletin No 5* November 1991]
- 1992 (16 – 18 Jul) **Howick High School, Howick.** [Published as the *Proceedings of the Tenth Anniversary Workshop* with the theme of ‘Environmental education and development’]
- 1993 (8 – 10 Jul) **Bloemfontein.** (A joint venture of EEASA and Gold Fields of South Africa) [Published as the *Proceedings of the Annual Workshop* with the theme of ‘Teaching green’]
- 1994 (6 – 8 Jul) **Environmental Education Centre, Karoo Nature Reserve, Graaff-Reinet.** (A joint venture of EEASA, Gold Fields of South Africa and Cape Nature Conservation) [Published as the *Proceedings of the 1994 Workshop* with the theme of ‘Realising the southern African dream: The role of EE and development’]
- 1995 (18 –21 Jul) **Kearsney College, Durban.** (A joint venture of EEASA with the Wildlife Society of Southern Africa, the Natal Parks Board, Umgeni Water, Department of Environment Affairs and Tourism, The Murray & Robers Chair of Environmental Education at Rhodes University, WWF – SA, the IUCN and Gold Fields of South Africa) [Published as the *Proceedings of the 13th Annual Conference & Workshops* with the theme of ‘Progress & Paradox: A focus on Africa’]
- 1996 (9 – 12 Jul) **University of Stellenbosch, Stellenbosch.** A joint venture of EEASA with the University of Stellenbosch.
[Published as the *Proceedings of the 14th Annual Environmental Education Conference & Workshops* with the theme of ‘Learning to change’]

- 1997 (1 – 4 Jul) **Pretoria Technikon, Pretoria.** A joint venture of EEASA with the Gauteng Environmental Education Forum and the Department of Nature Conservation of Technikon Pretoria.
Theme: *Bringing Environmental Education to Life.*
[To date no *Proceedings* have been located, but there is some documentation in the EEASA Archives]
- 1998 (7 – 10 Jul) **University of Botswana, Gaborone.** A joint venture of EEASA, the National Environmental Education Co-ordinating Committee [of Botswana and the University of Botswana.]
[Proceedings published as: *EEASA '98: Environmental Action in the 21st century: from rhetoric to action.*]
- 1999 (7 – 10 Sep) **Rhodes University, Grahamstown.** A joint venture of EEASA with the Faculty of Education and the Environmental Education Unit of Rhodes University.
Theme: *Growing Together*
[Published as the *Proceedings of the [16th] Annual Conference & Workshops.*]
- 2000 (10 – 14 Jul) **University of Swaziland, Kwaluseni Campus.** A joint venture of EEASA, the University of Swaziland, Swaziland Environmental Authority, Swaziland Trust Commission and DANCED.
Theme: *Environmental education in the new millennium: Challenges and opportunities.*
[Published as the *Proceedings of the 18th Annual Conference & General meeting of the Environmental Education Association of Southern Africa.*]
- 2001 (1 – 5 Oct) **National Convention Centre, Maseru.** A joint venture of EEASA, the University of Lesotho and the Ministry of Environment, Gender and Youth, and financially supported by DANCED.
Theme: *Environmental Education for sustainable development – African perspectives.*
[To date no *Proceedings* have been located but there is other documentation, including an evaluation report, financial data and correspondence relating to the conference, in the EEASA Archives]
- 2002 (19 – 21 Aug) **Gaborone Technical College, Gaborone.** A joint venture of EEASA with the Kalahari Conservation Society, the Gaborone Technical College, University of Botswana and DANCED.
Theme: *Environmental Education processes for sustainable development.*
[Published as the *Proceedings of the Environmental Education Association of Southern Africa 2002 Annual Conference.*]
- 2003 (22 – 26 Jun) **Safari Hotel, Windhoek.** A joint venture of EEASA with the Namibian Environmental Education Network (NEEN) and DANCED.

Theme: *Marking 21 years of EEASA: EE's past, present and future.*
[Published as the *Proceedings of the 21st International Conference of the Environmental Education Association of Southern Africa.*]

- 2004 (29 Mar-2 Apr) **Treverton College, Mooi River.** A joint venture of EEASA and Treverton College.
Theme: *A practical approach to a decade of environmental education for sustainable development.*
[Published as the *Proceedings of the Annual Environmental Education Association of Southern Africa @ Treverton International Conference.*]
- 2005 **Andrews Motel, Lusaka, Zambia.** Organised by The Zambia Network for Environmental Educators and Practitioners (ZANEEP) and EEASA.
Theme: *New perspectives in environmental education at the dawn of the UN Decade of Education for Sustainable Development.*
[No proceedings have yet appeared.]
- 2006 (14-18 Aug) **Belvedere Teacher's Training College, Harare, Zimbabwe.** Organised jointly by EEASA and the Zimbabwe Environmental Education Consultative Forum and supported by the Ministry of Environment and Tourism .
[Proceedings published as a CD.]
- 2007 (2-6 Jul) **International Conference Centre, Durban.** Organised BY EEASA in conjunction with the 4th World Environmental Education Congress.

Innumerable regional and local workshops – literally hundreds – many of which ‘just happened’ and were not recorded and others of which details seem to have been lost. Some memorable examples gleaned from members and existing documentation are:

Sandton Field Study Centre, Johannesburg. February 1984 Organised by EEASA Transvaal.

[Documentation in EEASA Archives.]

Soweto Science Centre, Soweto 1986. Organised by the Transvaal Branch of EEASA.

[Some documentation in EEASA Archives.]

Spioenkop Workshop on materials development 1986 Organised by EEASA and Share-Net

[Documented in Jim Taylor's PhD thesis.]

Okaukueyo, Etosha National Park, Namibia, June 1995. Organised under the auspices of the Environmental Education Project of the Rössing Foundation, sponsored by USAID.

[Published by the Namibian Environmental Education Network as *Proceedings of the Conference and Workshops held at Okaukueyo, Etosha National Park, Namibia, 21 – 24 June 1995.*]

There are many more.

ADDENDUM B

THE SOUTHERN AFRICAN JOURNAL OF ENVIRONMENTAL EDUCATION:

Dates of publication, editors and where relevant, focus and themes.

No 1	Nov 1984	Lynn Hurry & Pat Irwin Theme: <i>Open</i>
No 2	May 1986	Pat Irwin Focus: <i>EE in Practice</i>
No 3	Nov 1986	Pat Irwin & Anne Irwin Focus: <i>Language and environment</i>
No 4	Mar 1987	Pat Irwin & Anne Irwin Focus: <i>Using the local environment</i>
No 5	Aug 1987	Pat Irwin & Anne Irwin Focus: <i>Environmental Education and the community</i>
No 6	Dec 1987	Pat Irwin & Anne Irwin Theme: <i>Open</i>
No 7	Apr 1988	Pat Irwin & Anne Irwin Focus: <i>Environmental Education and the natural environment</i>
No 8	Aug 1988	Pat Irwin & Anne Irwin Theme: <i>Museums and environmental education</i>
No 9	Nov 1989	Pat Irwin & Anne Irwin Theme: <i>Environmental Education, zoos, botanical gardens and aquaria.</i>

From No 10 the original *Southern African Journal of Environmental Education* split into an academically oriented *Southern African Journal of Environmental Education* and the practitioner oriented *Environmental Education Bulletin*

No 10	1989	Carmel McNaught & Allyson Higgs Theme: <i>Open</i>
No 11	1990	Carmel McNaught & Allyson Higgs Theme: <i>Open</i>
No 12	1991/1992	Pat Irwin & Eureka Janse van Rensburg Theme: <i>Open</i>
No 13	1993	Eureka Janse van Rensburg & Pat Irwin Focus: <i>Curriculum issues</i>
No 14	1994	Eureka Janse van Rensburg & Pat Irwin Theme: <i>Open</i>
No 15	1995	Eureka Janse van Rensburg & Pat Irwin Focus: <i>Progress and paradox: Papers from the 1995 Conference and workshop held at Kearsney College, Durban.</i>
No 16	1996	Eureka Janse van Rensburg & Pat Irwin

Focus: *Learning for change: Papers from the 1996 Conference and workshop held at the University of Stellenbosch.*

- No 17 1997 Pat Irwin & Eureka Janse van Rensburg
Theme: *Open*
- No 18 1998 Pat Irwin & Eureka Janse van Rensburg
Theme: *Open*
- No 19 1999 Eureka Janse van Rensburg & Pat Irwin
Theme: *Open*
- No 20 2003 Heila Lotz-Sisitka
Theme: *Policy in praxis*
- No 21 2004 Heila Lotz-Sisitka
Theme: *Open*
- No 22 2005 Heila Lotz-Sisitka
Theme: *Open*
- No 23 2006 Heila Lotz-Sisitka
Theme: *Open*
- No 24 2007 Heila Lotz-Sisitka
Theme: *Learning in a changing world*

ADDENDUM C

THE ENVIRONMENTAL EDUCATION BULLETIN:

Dates of publication, editors and where relevant, focusses and themes.

No 1	Jul 1989	Anne Irwin
No 2	Apr 1990	Anne Irwin Theme: <i>Exploring the local environment</i>
No 3	Nov 1990	Anne Irwin Theme: This issue carried the 'Proceedings of the Annual Workshop held at Jonkershoek, Stellenbosch 17 th – 19 th September 1990.
No 4	Jul 1991	Anne Irwin
No 5	Nov 1991	Anne Irwin Theme: This issue carried the <i>Papers from the Annual Workshop held at Centaurus High School, Windhoek, Namibia, 10th – 12th July 1991.</i>
No 6	Aug 1992	Anne Irwin
No 7	Oct 1993	Eureta Janse van Rensburg (Guest Editor) Theme: <i>The Rhodes/Gold Fields Participatory Course in Environmental education</i>
No 8	1994	Ally Ashwell & Beverley Reed
No 9	1995	Ally Ashwell & Beverley Reed
No 10	1995	Ally Ashwell & Beverley Ridgard
No 11	1996	Ally Ashwell & Beverley Ridgard
No 12	1996	Ally Ashwell & Beverley Ridgard
No 13	Apr 1997	Nicola Jenkin, Ingrid Schudel & Dawie Conradie
No 14	Oct 1997	Dawie Conradie, Nicola Jenkin & Ingrid Schudel
No 15	Mar 1998	Nicola Jenkin & Ingrid Schudel
No 16	Nov 1998	Nicola Jenkin
No 17	Mar 1999	Ingrid Schudel & Jane Burt
No 18	Oct 1999	Ingrid Schudel
No 19	Apr 2000	Ingrid Schudel & Deborah Seddon
No 20	Nov 2000	Ingrid Schudel
No 21	Sept 2001	Vlady Russo & Paula Roque
No 22	Feb 2002	Vlady Russo
No 23	Aug 2002	Vlady Russo & Elizabeth Martens
No 24	Mar 2003	Vlady Russo & Elizabeth Martens
No 25	Oct 2003	Vlady Russo & Elizabeth Martens
No 26	Jul 2004	Elizabeth Martens & Kim Ward
No 27	Dec 2004	Elizabeth Martens & Kim Ward
No 28	Aug 2005	Elizabeth Martens & Kim Ward
No 29	Dec 2005	Elizabeth Martens
No 30	Apr 2007	Deliwe Utete

ADDENDUM D

EEASA MONOGRAPHS

- No 1 *Evaluation in environmental education.* 1991 Produced in partnership with Rhodes University Department of Education and the South African Nature Foundation (WWF). Edited by Pat Irwin & Eureta Janse van Rensburg.
- No 2 *Projects in water quality monitoring.* 1993 Produced in partnership with Rhodes University Department of Education and the National Botanical Institute. Edited by Pat Irwin & Ally Ashwell.
- No 3 *Indigenous knowledge in/as environmental education processes.* 1999 Produced in partnership with SADC Regional Environmental Education Programme and Wildlife and Environment Society of South Africa. Edited by Rob O'Donoghue, Lynnette Masuku, Eureta Janse van Rensburg & Mike Ward.
- No 4 *Environmental education, ethics and action in southern Africa.* 2002 Produced in partnership with the Human Sciences Research Council and the MacArthur Foundation for Peace and Justice. Edited by Eureta Janse van Rensburg, Johan Hattingh, Heila Lotz-Sisitka & Rob O'Donoghue.

ADDENDUM E

EEASA PRESIDENTS

1983/1984	John Vincent
1984/1985	Lynn Hurry
1985/1986	Lynn Hurry
1986/1987	Frances Gamble
1987/1988	Frances Gamble
1988/1989	Frances Gamble
1989/1990	Frances Gamble
1990/1991	Jim Taylor
1991/1992	Jim Taylor
1992/1993	Rams Ramutlha
1993/1994	Rams Ramutlha
1994/1995	Eureta Janse van Rensburg
1995/1996	Eureta Janse van Rensburg
1996/1997	Eureta Janse van Rensburg
1997/1998	Eureta Janse van Rensburg
1998/1999	Sibongile (Lynette) Masuku van Damme
1999/2000	Sibongile (Lynette) Masuku van Damme
2000/2001	Sibongile (Lynette) Masuku van Damme
2001/2002	Innocent Hodzonge
2002/2003	Innocent Hodzonge
2003/2004	Innocent Hodzonge
2004/2005	Innocent Hodzonge
2005/2006	Innocent Hodzonge
2006/2007	Innocent Hodzonge

ADDENDUM F

EEASA SECRETARIAT

Alison Higgs	1991 –1991
Jane Burt	1997
Claire Holland (Peddie)	March 1998 – June 2000
Elizabeth Martens	June 2000 – February 2003
Thobile Dlamini	February 2003 – April 2003
Happy Khumalo	2003
Hlengiwa Kheswa	2004
Gaye Grenfell	January 2005 – present

HONORARY TREASURERS

Melanie Petersen	Dates uncertain
Glenda Raven	Dates uncertain
Mumsie Gumede	2001 -- 2007

This information has been extremely difficult to ascertain with accuracy. The author apologises for errors and omissions.

ADDENDUM G

HONORARY LIFE MEMBERS

Lynn Hurry
Frances Gamble
Pat Irwin