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The impact of the National Environmental Education Policy initiatives in South African schools

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Appendix A

FIELDWORK GUIDING QUESTIONS

1. NATIONAL ENVIRONMENTAL EDUCATION POLICY

What can you comment on the introduction of environmental education policy initiatives in schools?

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How is the school as an institution encouraging environmental education?

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Is the school developing appropriate and useful documentation relating to environmental education?

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Are staff members linked into local environmental teacher's support group or any environmental group? If they are what are they?

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2. CURRICULUM DEVELOPMENT AND POLICY

How do teachers perceive the relevance of environmental education in schools?

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What arrangements does the school have for fieldwork?

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What are the arrangements for assessment in environmental education?

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Does the school have its own environmental education policy?

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How are environmental education and OBE incorporated into the school curriculum?

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To what extent does the school manage itself with respect for the environment (practise what it preaches)?

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Appendix B

DISCUSSION QUESTIONNAIRE: DEPARTMENT OF EDUCATION/(JOHANNESBURG) AND THE DEPARTMENT OF AGRICULTURE, CONSERVATION, ENVIRONMENT AND LAND AFFAIRS

--Do you think NEEP-GET is making impact in schools?

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--What is this Department currently doing to make sure that environmental education is implemented in schools?

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--How is this Department facilitating / coordinating environmental education in schools (structures, key role players)?

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--What have been the impacts of the Cascade, Spiral and Cluster meetings in addressing environmental education issues?

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--What are the disturbances, hindrances, that are dragging the process of the finalisation of the National Environmental Education Policy so far?

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--How is the feedback loop like between this Department and Schools?

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Appendix C

TO THE DELTA ENVIRONMENTAL CENTRE: DISCUSSION QUESTIONANNAIRE

--There is wide claim among EE educators and scholars that Delta is at the centre of EE Policy Development and Implementation in Gauteng. What is your opinion about this?

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--How often does the centre send officials to schools to address them on particular EE themes or issues?

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--What have been the responses of the schools in this regard?

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--What is the centre doing to make sure that the feedback

loop between schools and itself is maintained for the good? Is the loop currently functional?

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--Can you reflect on the impact the centre has made so far in schools, for example in the last 4 years?

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--Do you think that the NEEP-GET is changing the status of OBE in schools? What changes has it brought so far?

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Appendix D

SOME EXTRACTS FROM LANDMARK INTERNATIONAL ENVIRONMENTAL CONFERENCES AND EVENTS

1975 The Belgrade Charter

---the foundation must be laid for a wide environmental programme (UNESCO-UNEP 1976: 1-2)

1977 Tbilisi Declaration

-----Environmental education should …., further the development of conduct compatible with the preservation and improvement of the environment (UNESCO—UNEP, 1978: 2)

1980 World Conservation Strategy

----Ultimately, the behaviour of entire human beings must be transformed (ICUN, UNEP and WWF 1980)

1987 Brundtland Report

----"Living sustainability depend on accepting a responsibility to seek harmony with other people and nature (p.8). We will need to ensure education programmes reflect the importance of an ethic for living sustainably" (IUCN, UNEP and WWF, 1991: 5)

1992 Agenda 21 (Chapter 36)

Chapter 36 of Agenda 21 emphasized that education is critical for promoting sustainable development and improving capacity of the people to address environment and development issues (Rio Summit, 1992)

2002 Johannesburg World Summit

The 2002 Johannesburg Summit broadened the vision of sustainable development and re-affirmed the educational objectives of the Millennium Development Goals and the Education for All Dakar Framework for Action (UN Report, 2002)

2005 UN Decade for Education for Sustainable Development: "There can be few more pressing and critical goals for the future of humankind than to ensure steady improvement in the quality of life for this and future generations, in a way that respects our common heritage – the planet we live on. As people we seek positive change for ourselves, our children and grandchildren; we must do it in ways that respect the right of all to do so. To do this we must learn constantly – about ourselves, our potential, our limitations, our relationships, our society, our environment, our world. Education for sustainable development is a life-wide and lifelong endeavour which challenges individuals, institutions and societies to view tomorrow as a day that belongs to all of us, or it will not belong to anyone"(UN Report , ix: 2002).

Appendix E

Revised National Curriculum Statement Programme of Action

In order to ensure that enough time is provided for a manageable implementation process, the following time frames are provided:

2001

-----Public comment followed by revision and finalisation of the revised draft National Curriculum Statement for implementation

------Development of learning programme guidelines

2002

-----Pilot Survey was underway

-----Preparation for teacher orientation

----Development of policy for learning support material

2003

---Incorporation of the pilot result into a detailed implementation strategy

----Orientation of schools and district based management

----Development of leaning programmes at school level

2004

---Implementation of grade R

----Further Orientation and Development

----Supply of learning support material

----Development of learning programmes at school level

2005

-----Implementation of Grade 4 and 6

----Further Orientation and Development

----Supply of learning support material

----Development of leaning programmes at school level

2006, 2007, 2008

----- Implementation of Grades 7, 8 and 9

------Implementation of the First General Education and Training certificate for the Revised National Curriculum Statement in 2008