

**AN INVESTIGATION INTO THE DEVELOPMENT OF  
ENVIRONMENTAL EDUCATION AS A FIELD OF PRACTICE IN  
SOUTH AFRICAN NATIONAL PARKS**

**A thesis submitted in partial fulfilment of the  
requirements for the degree of**

**MASTERS IN EDUCATION  
(ENVIRONMENTAL EDUCATION)**

**of**

**RHODES UNIVERSITY**

**by**

**SANDRA TALJAARD**

**SUPERVISOR: PROF. R. O'DONOGHUE**

**June 2008**

## ABSTRACT

This study looks at aspects of the development of environmental education in South African National Parks (SANParks), in relation to the emergence of national and organisational policy frameworks.

In order to put current environmental education practices into context, the study firstly looks at the historical development line of environmental education in SANParks, as well as in the broader national context. This provides a framework within which the processes of change and development can be traced in terms of social, political and economic influences on an international and national front. The study finds that the promulgation of legislation, including the Constitution, National Acts and various other policies, reflected the trends of thinking and set the pace in a democratic South Africa, which led to the emergence of more explicit processes and refined policies. Popkewitz's finding, that education emerged in modernity, is used in the study to illustrate this tendency. It finds that these changes in South Africa resulted in the establishment of more structured environmental education processes within SANParks, and led to the expansion, diversification and strengthening of environmental education as a field of practice over time.

The study traces significant processes of recontextualisation of international and national environmental education related policies according to the framework established by Bernstein (1980). These processes of recontextualisation were followed in the formulation processes of SANParks policy and strategy documents in the period from 1999 to 2005, and resulted in an official pedagogic discourse for environmental education in SANParks. The study establishes a second level of recontextualisation, that is, the official pedagogic discourse of environmental education in SANParks is recontextualised to a pedagogic discourse of reproduction. The pedagogic discourse of reproduction relates to park practices, where contextualisation within park-based programmes appears to be strong. The park-based programmes resemble a 'curriculum in practice', which brings us to Cornbleth's critical curriculum approach. The study utilises this approach to explore and explain the meaning of the critical perspective taken on curriculum construction and change efforts at park implementation level (Cornbleth, 1990). The study finds that the contextualisation of park programmes and practices lead to variety in park programmes, which adds richness to environmental education

programmes and activities, and further highlights the fact that environmental education practices are prolific in national parks.

The study also finds that historical and contextual processes associated with specific parks strongly characterise environmental education programmes and practices in those parks, and that partnership programmes, such as the Kids in Parks programme, contribute towards, and enhance the growth of environmental education as a specialised field of practice in SANParks.

The study comments on the need for environmental education practices in SANParks to be reviewed and expanded in line with the contemporary approach towards the environment as a social construct of interacting components. These components include the biophysical, social, economic and political dimensions. The study also highlights the need for the recognition and acknowledgement of the long, historical development line of environmental education in SANParks in order to build on established structures in a holistic way. The study further determines a need for strong leadership to successfully expand this specialised field of practice and encourages a participatory approach in the review and further development of this field of practice in SANParks. The study ultimately finds that environmental education in SANParks has a long and rich development profile, which has placed it in a strong position for further development. However, it concludes that there is a great need for a rejuvenated approach, which requires expert knowledge, professionalism and broad based networking approach to enable meaningful expansion within this specialised field of practice.

## TABLE OF CONTENTS

<b>CHAPTER 1: OVERVIEW OF THE STUDY</b> .....	<b>1</b>
1.1 CONTEXT OF THE STUDY.....	1
1.2 SEARCHING FOR A RESEARCHABLE QUESTION.....	2
1.2.1 Indicators of concern that encouraged the research question.....	2
1.2.2 Defining the Research Question.....	3
1.3 FINDING THEORIES TO ASSIST AND STRENGTHEN THE RESEARCH STUDY	4
1.3.1 Popkewitz’s theory on modernity and education.....	4
1.3.2 Bernstein’s theory of recontextualisation within a pedagogic discourse.....	4
1.3.3 Cornbleth’s theory on curriculum in context.....	5
1.4 RESEARCH QUESTION AND GOALS.....	6
1.5 CONTEXT OF THE RESEARCH FOCUS AREAS.....	7
1.5.1 Historical Background of the Development of Environmental Education in relation to SANParks Policies and other Guideline documents.....	7
1.5.2 Park Based Environmental Education Policy Knowledge and Practices at Managerial and Implementation Level in parks.....	9
1.5.3 Resource use and Park Practices in National Parks.....	11
1.5.4 Current Practices within the Kids in Parks programme in Golden Gate Highlands National Park.....	12
1.6 OVERVIEW OF CHAPTERS.....	13
 <b>CHAPTER 2: CONTEXT AND HISTORY OF ENVIRONMENTAL EDUCATION DEVELOPMENT WITHIN SOUTH AFRICAN NATIONAL PARKS – A LITERATURE REVIEW</b> .....	 <b>15</b>
2.1 INTRODUCTION.....	15
2.2 THE DEVELOPMENT OF AN ENVIRONMENTAL EDUCATION DISCOURSE IN SANPARKS FROM A HISTORICAL POINT OF VIEW.....	16
2.3 THE ENVIRONMENTAL EDUCATION DISCOURSE IN SANPARKS BEFORE 1994 AND THE EMERGENCE OF SCHOOL CURRICULUM LINKS IN PARK PROGRAMMES.....	21
2.4 THE ENVIRONMENTAL EDUCATION DISCOURSE IN SANPARKS IN A NEW DEMOCRATIC DISPENSATION AND THE ESTABLISHMENT OF THE SOCIAL ECOLOGY UNIT IN 1994.....	25
2.4.1 Extracts from National Parks Board documents, in relation to environmental education in the conception-phase of Social Ecology.....	25
2.5 THE ROLE THAT POLICY PLAYS WITHIN INSTITUTIONAL DEVELOPMENT.....	26

2.6	THE ESTABLISHMENT OF SANPARKS' SOCIAL ECOLOGY POLICIES AND STRATEGY DOCUMENTS AND THE EMERGENCE OF ENVIRONMENTAL EDUCATION PERSPECTIVES.....	27
2.6.1	Social Ecology Policy documents of 2001 and 2002 and the occurrence of environmental education as a focus area.....	27
2.7	THE DEVELOPMENT OF ENVIRONMENTAL EDUCATION IN SANPARKS IN RELATION TO ORGANISATIONAL POLICY DOCUMENTS FROM 2000 TO 2005	29
2.7.1	'Towards a SANParks Strategy for Environmental Education and Interpretation Draft' – October 2000.....	29
2.7.2	South African National Parks Environmental Interpretation and Education Strategy Second Draft – August 2002.....	32
2.7.3	The scaling down of the Social Ecology Department – Operation Prevail.....	33
2.7.4	The establishment of the People and Conservation Division and the birth of the SANParks EE Policy.....	33
2.7.5	The SANParks Environmental Education Policy Document (2005).....	33
2.8	ENVIRONMENTAL EDUCATION AS A JOINT RESPONSIBILITY IN SANPARKS..	35
2.9	THE DEVELOPMENT OF ENVIRONMENTAL EDUCATION ORIENTATION IN THE NATIONAL SCHOOL CURRICULUM IN RELATION TO ENVIRONMENTAL EDUCATION IN SANPARKS.....	36
2.10	THE DEVELOPMENT OF ENVIRONMENTAL EDUCATION PROCESSES AT PARK LEVEL AND IN SPECIAL PARTNERSHIP PROGRAMMES.....	38
2.10.1	Environmental education development in Golden Gate Highlands National Park (GGHNP) from 1963 to 2007.....	38
2.10.2	The Kids in Parks Partnership Programme .....	41
2.11	THEORETICAL FRAMEWORKS FOR THE INVESTIGATION OF THE DEVELOPMENT OF ENVIRONMENTAL EDUCATION PROCESSES AND POLICY FRAMEWORKS IN SANPARKS.....	43
2.11.1	Popkewitz's theory on Modernity and Education.....	43
2.11.2	Bernstein's Theory of Recontextualisation.....	44
2.11.3	Cornbleth's approach of 'curriculum in context' – a theoretical framework for investigating 'curriculum in practice'.....	50
2.12	CONCLUSION.....	51
	<b>CHAPTER 3: RESEARCH METHODOLOGY.....</b>	<b>53</b>
3.1	INTRODUCTION.....	53
3.2	RESEARCH ORIENTATION.....	53
3.3	DESCRIPTION OF THE RESEARCH PROCESS.....	54
3.4	DATA GENERATION TECHNIQUES.....	55

3.4.1	Document Analysis.....	57
3.4.2	Questionnaires.....	58
3.4.3	Interviews.....	59
3.4.4	Workshop Deliberations.....	60
3.4.5	Observations.....	62
3.5	DATA ANALYSIS.....	63
3.6	SOURCES OF EVIDENCE.....	66
3.7	ETHICS.....	67
3.8	VALIDITY AND TRUSTWORTHINESS.....	67
3.9	REFLECTIONS ON THE METHODS USED.....	68
3.10	CONCLUSION.....	69
	<b>CHAPTER 4: THE HISTORICAL DEVELOPMENT OF ENVIRONMENTAL EDUCATION IN SANPARKS.....</b>	<b>70</b>
4.1	INTRODUCTION.....	70
4.2	HISTORICAL BACKGROUND AND DEVELOPMENT OF ENVIRONMENTAL EDUCATION IN SANPARKS.....	71
4.2.1	Historical development of Environmental Education concepts on the International and National front.....	71
4.2.2	Emergence and development of Environmental Education as focus area in SANParks.....	73
4.2.3	The Development of Environmental Education Policies and related Guideline Documents in SANParks.....	77
4.2.3.1	<i>SANParks Strategy for Environmental Education and Interpretation – October 2000.....</i>	<i>77</i>
4.2.3.2	<i>Social Ecology Policy for South African National Parks – November 2001 ....</i>	<i>79</i>
4.2.3.3	<i>SANParks Social Ecology Policy – Draft April 2002.....</i>	<i>81</i>
4.2.3.4	<i>South African National Parks Environmental Interpretation &amp; Education Strategy – August 2002.....</i>	<i>82</i>
4.2.3.5	<i>South African National Parks Environmental Education Policy – February 2005.....</i>	<i>83</i>
4.2.3.6	<i>The Proposal Document for the South African National Parks Kids in Parks Programme – 2004.....</i>	<i>86</i>
4.2.4	The Occurrence of Environmental Education as a key focus area in the Social Ecology period up to the establishment of the People and Conservation Directorate.....	88
4.2.5	Development of curriculum linked Environmental Education Programmes in SANParks.....	89

4.2.6	The Development of curriculum linked Learning Support Materials within Environmental Education programmes in SANParks.....	92
4.2.7	Staff training as part of the Development of Environmental Education in SANParks.....	93
4.2.8	Restrictions and challenges that delayed the Environmental Education Development Processes and Implementation in SANParks.....	95
4.2.8.1	<i>General Aspects</i> .....	95
4.2.8.2	<i>Staff Component</i> .....	97
4.2.8.3	<i>Park Contexts</i> .....	98
4.3	CONCLUSION.....	98
 <b>CHAPTER 5: INSIGHTS INTO THE GROWTH AND DEVELOPMENT OF ENVIRONMENTAL EDUCATION AS A FIELD OF PRACTICE IN SOUTH AFRICAN NATIONAL PARKS .....</b>		<b>100</b>
5.1	INTRODUCTION.....	100
5.2	ANALYTICAL STATEMENTS.....	100
5.2.1	Environmental education practices has a changing but clear historical line of development in SANParks policies and practice.....	100
5.2.2	Policy formulation was an uneven, but significant process as concepts and policy documents were formalized in a rapidly changing institution.....	103
5.2.2.1	<i>Integration of international and national policy processes in the formulation of SANParks environmental education policies</i> .....	104
5.2.2.2	<i>The uneven process of policy formulation in a changing institution</i> .....	104
5.2.3	Uneven implementation of changing Head Office policy created diversity, complexity and uncertainty.....	111
5.2.4	EE in SANParks is prolific across parks, especially in terms of a contextualized approach towards programme development and practices.....	113
5.2.5	EE in SANParks is still largely associated with the biophysical component of the environment.....	117
5.2.6	Historical and contextual processes sometimes come to strongly characterize the environmental education programmes and practices in a park.....	120
5.2.7	Directed development of partnership programmes contribute towards environmental education as a specialized field of practice in park contexts.....	122
5.2.7.1	<i>Opportunities and Outcomes that the Kids in Parks Partnership Programme create</i> .....	123
5.3	CONCLUDING SUMMARY.....	126

<b>CHAPTER 6: SUMMARY, FINDINGS AND RECOMMENDATIONS.....</b>	<b>128</b>
6.1 INTRODUCTION.....	128
6.2 FINDINGS.....	130
6.2.1 Changes within environmental education related practices, led to the expansion, diversification and strengthening of this field of practice over time.....	130
6.2.2 Policy Formulation contributed to the establishment of environmental education as a field of practice in a rapidly changing institution.....	132
6.2.3 Changing Head Office policies created diversity, complexity and uncertainty within the field of environmental education.....	133
6.2.4 Environmental Education practices are prolific across parks, especially in terms of a contextualized approach towards programme development and practices....	134
6.2.5 The biophysical component of the environment is still dominant in environmental education programmes and practices in SANParks.....	135
6.2.6 Historical and contextual strengths can provide for progressive development of environmental education programmes and practices in a park.....	137
6.2.7 Directed development of partnership programmes contributes towards successful growth of environmental education as a specialized field of practice...	138
6.3 RECOMMENDATIONS.....	138
6.4 FURTHER RESEARCH.....	142
6.5 REFLEXIVE REVIEW OF THE RESEARCH PROCESS.....	142
6.6 CONCLUDING SUMMARY.....	144
 <b>REFERENCE LIST.....</b>	 <b>146</b>
 <b>APPENDICES</b>	
<b>APPENDIX A – CASE RECORD 1 – Policy knowledge and practice at management and implementation level in parks.....</b>	<b>156</b>
<b>APPENDIX B – CASE RECORD 2 – Environmental education practices and resources in parks in terms of the SANParks EE Policy and the alignment of programmes to the national school curriculum.....</b>	<b>180</b>
<b>APPENDIX C – CASE RECORD 3 – Programme practices in Golden Gate Highlands National Park with special reference to the Kids in Parks partnership programme.....</b>	<b>193</b>
<b>APPENDIX D – Example of questionnaire (completed) to Cluster and Park Managers.....</b>	<b>212</b>
<b>APPENDIX E – Letter of request for completing questionnaire.....</b>	<b>213</b>
<b>APPENDIX F – Example of questionnaire (completed) to Regional People and Conservation Coordinators.....</b>	<b>214</b>
<b>APPENDIX G – Example of Interview Schedule (transcribed) for Head Office staff.....</b>	<b>217</b>
<b>APPENDIX H – Example of Interview/Observation schedule of site visit to a park.....</b>	<b>221</b>
<b>APPENDIX J – Analytical Memo 1 – Head Office Interviews.....</b>	<b>225</b>

<b>APPENDIX K – Synopsis Report 2 (AM5) – Park resources and practices.....</b>	<b>238</b>
---	------------

**FIGURES AND TABLES**

<b>FIGURE 2.1:</b> The environment as interacting patterns of political, social and economic factors within the biological and physical world.....	<b>17</b>
<b>FIGURE 2.2:</b> Diagram of the framework for the Kids in Parks programme extracted from the proposal document for the Kids in Parks programme.....	<b>42</b>
<b>FIGURE 2.3:</b> Adapted version of Bernstein’s model of pedagogic discourse, explaining the process of recontextualisation that took place in the study .....	<b>48</b>
<b>TABLE 1.1:</b> Summary of SANParks Clusters, related parks and EE involvement.....	<b>9</b>
<b>TABLE 3.1:</b> Research Goals and Data Generation Techniques.....	<b>55</b>
<b>TABLE 3.2:</b> A summary of the analytical memos and main categories of the data.....	<b>64</b>
<b>TABLE 3.3:</b> A summary of the synopsis reports and their content.....	<b>65</b>
<b>TABLE 3.4:</b> Summary of the data sources, codes and relevant dates.....	<b>65</b>

## **ACKNOWLEDGEMENTS**

For the full support and co-operation I received during this study, I would like to voice my gratitude to South African National Parks (SANParks). It is believed that the study will contribute towards creating an opportunity for SANParks employees to take cognisance of the long and rich development history of environmental education in SANParks as a specialised field of practice, and to benefit future planning and expansion thereof.

My sincere thanks to all my colleagues in SANParks who were willing to assist me in my research efforts, who took a keen interest in the progress of my project and continuously encouraged me.

I am indebted to valued friends and extended family members for their varied contributions of constant enquiries, motivation and willingness to accommodate me in concluding this challenging task.

It was a memorable experience to get to know the rich variety of student-colleagues in the Masters class of 2006, who contributed towards overcoming the odd obstacles, and shared many moments of enjoyment and growth during our contact sessions – it was an enriching experience.

My sincere appreciation and thanks to my supervisor, Prof. Rob O'Donoghue, for talking me through many sessions of challenges and for assisting me in ultimately constructing my research study into a workable document.

My heartfelt thanks go to Johan, my husband, and to Tialise, Hanri and Danielle, my daughters. Without their continuous support, encouragement, unwavering belief in me and unconditional love, the conclusion of this task would not have been possible. Their patience, tolerance and understanding often exceeded the norm, but created reassurance and carried me through. Thank you for being there for me!

## LIST OF ACRONYMS

AENP	Addo Elephant National Park
ANP	Augrabies National Park
CBD	Convention of Biodiversity
CNP	Camdeboo National Park
DANCED	Danish Co-operation for Environment and Development
DEAT	Department of Environmental Affairs and Tourism
DoE	Department of Education
EE	Environmental Education
EIE	Environmental Interpretation and Education
EEPI	Environmental Education Policy Initiative
EECI	Environmental Education Curriculum Initiative
GDE	Gauteng Department of Education
GGHNP	Golden Gate Highlands National Park
GRD	General Regulative Discourse
KTFP	Kgalagadi Transfrontier Park
KIP	Kids in Parks
KNP	Kruger National Park
KPAs	Key Focus Areas
EEASA	Environmental Education Association of Southern Africa
IUCN	International Union for the Conservation of Nature
NCS	National Curriculum Statement
NEMA	National Environmental Management Act
NEPAD	New Partnership for Africa's Development
NGOs	Non Governmental Organisations
NNP	Namaqua National Park
NPB	National Parks Board
NPR	Nasionale Parkeraad
NYS	National Youth Symposium
OBE	Outcomes Based Education
OPD	Official Pedagogic Discourse
ORF	Official Recontextualising Field
P&C	People and Conservation
PRF	Pedagogic Recontextualising Field

PDR	Pedagogic Discourse of Reproduction
REEP	Regional Environmental Education Programme
RDP	Reconstruction and Development Programme
RNCS	Revised National Curriculum Statement
RUEEU	Rhodes University Environmental Education Unit
SA	South Africa
SADC	Southern African Development Community
SANParks	South African National Parks
SE	Social Ecology
TMNP	Table Mountain National Park
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNCED	United Nations Commission on Environment and Development
UVP	Umgeni Valley Project
WCS	World Conservation Strategy
WEEC	World Environmental education Congress
WESSA	Wildlife and Environment Society of South Africa
WPC	World Park Congress
WSSD	World Summit on Sustainable Development
WWF	World Wide Fund for Nature

## CHAPTER 1: OVERVIEW OF THE STUDY

### 1.1 CONTEXT OF THE STUDY

South African National Parks (SANParks) is one of the main service providers within the field of environmental education (EE) in South Africa. This is based on the statistics for 2005/2006 of people who participated in EE programmes across all the parks. According to the annual statistics of 2005/2006 it was reported that approximately 90 000 participants took part in EE programmes (South African National Parks, 2006b). During a workshop at the World Environmental Education Congress (WEEC) in Durban in July 2007, the Director of People and Conservation (P&C) stated that the 2006/2007 statistics of people participating in EE programmes in SANParks topped the 100 000 mark (South African National Parks, 2007b). The most recent annual parks statistic report for the financial year 2007/2008 recorded a total of 139 424 participants in EE programmes in SANParks (South African National Parks, 2008). This does not include the EE interactions, that is, in the communities and at schools. A significant number of people participate in EE programmes in parks, and one wants to believe that these experiences have great value. Most of the parks offer a variety of different programmes, which vary in content and length.

The main guiding documents for the development of EE processes and programmes in SANParks recently, include the SANParks Environmental Interpretation and Education (EIE) Strategy Document (2000), the SANParks EIE Strategy Document (2002) and the Environmental Education Policy Document (2005).

The SANParks Environmental Education Policy (2005), which is the most recent EE policy document, is very clear on why the organisation promotes and embraces EE.

These views support a clear mandate to conduct dedicated EE practices and programmes across all parks. Yet, it is not certain how many people in SANParks are working with the policy as a guideline document and are developing meaningful learning programmes. One of the focus areas of the SANParks EE Policy (2005) is the alignment of learning programmes with the school curriculum, – "...hence the need to review the foundation and alignment of the programmes offered to schools in the parks, within the context of the Revised National Curriculum Statement (RNCS) and Outcomes Based Education (OBE)".

## **1.2 SEARCHING FOR A RESEARCHABLE QUESTION**

Having worked very closely with the development of EE in SANParks over the past 15 years as an EE practitioner and now as Regional Co-ordinator of the P&C Division for the Northern Cluster of Parks, I became interested in the historical development process of EE in SANParks, and especially in the development of national and organisational policy frameworks. It was evident that a need existed to re-look at, review and consolidate the curriculum of EE practices in SANParks. This process was essential, as the field was becoming more specialised, especially with regards to expert programmes, partnership programmes, and the development of learning resource materials across the spectrum of focus groups. Lotz-Sisitka (2004) states that curriculum is not limited only to school contexts, but is often associated with the formalising of educational programmes or processes into a 'course of study' in order to 'regularise' or 'direct' the courses of study. A further interest that encouraged the specific research field was how 'curriculum in context' was influencing the development of EE processes in parks, and how these processes and practices related to the SANParks EE Policy document (2005) and other guideline documents.

### **1.2.1 Indicators of concern that encouraged the research question**

The Danish Co-operation for Environment and Development (DANCED) - SANParks Projects' review report (2000), stated that EE in SANParks had neither been explored in depth by staff, nor developed enough capacity to make a notable contribution nationally (SANParks, 2002). The question whether this situation had changed since the findings of the mentioned report also served as a motivation for further investigation.

The Status Report of EIE in SANParks (O'Donoghue and Moore, 2003) also noted that the design and management of EIE activities at EE centres was found to be in need of serious review and reorientation. Whether there has been an improvement or change in the EE activities at EE centres was also still an open question.

Despite efforts, such as the intensive SANParks EIE training Course conducted in 2002, and jointly presented by Rhodes University and SANParks, the challenge remained to establish a constant and continuous build-up of a strong cadre of environmental educators

in SANParks. Recently, this challenge was further highlighted by the partnership programme Kids in Parks (KIP), which focused strongly on the development of programmes and resource materials in line with Outcomes Based Education, within the framework of the national school curriculum. It further emphasised the need for professional development of educators and park practitioners to fulfil these requirements.

There is no doubt that EE in SANParks has been in existence and practised for a significant period of time, but whether the assuming gaps which have been identified over time have been bridged or not, need to be investigated.

My involvement in the roll out of the KIP programme over the past three years in Golden Gate Highlands National Park (GGHNP), and the experience gained at implementing the programme nationally, encouraged me to look for ways of understanding and researching the development trend of EE in SANParks over the past few years. The question is why there appears to be a general 'breakdown' in the development and effective implementation of EE as a more holistic approach, as well as the implementation of the current policy guideline documents.

### **1.2.2 Defining the Research Question**

In order to research the variety of aspects of EE in SANParks, as raised in the preceding paragraphs, I decided to focus my study on the important question of how EE in SANParks is developing as a field of practice in relation to:

- National and organisational policy frameworks;
- The influence of policies on the development and implementation of EE processes and programmes at park level; and
- The extent to which park based programmes reflect aspects of national and organisational policies.

The research interest of the study originated from a review process of the current SANParks EE Policy Document (2005), during which the following questions emerged:

- How do organisational policies reflect and appropriate national policy frameworks like the Constitution and the national school curriculum; and
- How are these organisational policies playing out in practice?

The KIP programme was a partnership programme – envisaged to provide a platform for a more focused implementation of environmental and educational policies in general, and to strengthen the national school curriculum (South African National Parks, 2004a). Implementation of the programme motivated the investigation into whether what was on paper was actually happening in practice.

My involvement in the KIP programme since its inception in 2004, prompted a key interest in discovering the effect of the implementation of such a national partnership programme on EE practices in Parks, especially with regards to the policy's intent of aligning programmes and programme material with the national school curriculum (South African National Parks, 2005a).

### **1.3 FINDING THEORIES TO ASSIST AND STRENGTHEN THE RESEARCH STUDY**

#### **1.3.1 Popkewitz's theory on modernity and education**

Popkewitz's findings on modernity and education, which traces how education emerged as an integral part of modernity (Popkewitz, 2000), informed the process of studying aspects of the historical emergence, past practices and establishment of more structured EE processes within SANParks. In the case of South Africa's new democracy in 1994, the constitution gave rise to a range of policies and acts, including the National Environmental Management Act, the National Curriculum Statement (NCS) and several organisational policies. Parallels can thus be drawn between these occurrences that is, between the need for education within the rise of modernity and the need for policy frameworks within the establishment of a democracy.

#### **1.3.2 Bernstein's theory of recontextualisation within a pedagogic discourse**

Bernstein's (1990, 1996) work on recontextualisation assisted the investigation into the way policies are formulated from a generative regulating discourse (GRD), and the accomplishment of the processes of 'policy into parks practice'. This provided a useful theoretical framework to probe how forms of knowledge are transformed into pedagogic communication (Ramsarup, 2005). In this case, the Constitution and other national acts and policies informed organisational policies and guideline documents, such as the EE Policy of SANParks, which, in turn, informed park based guideline documents, practices

and programmes. Bernstein's (1990, 1996) ideas provide a set of concepts which help us to describe the macro and micro structuring of knowledge (Singh, 2002). Bernstein (ibid) distinguishes three fields which could enlighten the study, including:

- The recontextualising process of the GRD (the Constitution and other national acts and policies), that is, official recontextualising occurs within the field of production where new knowledge is constructed to establish an official pedagogic discourse (OPD). This can be regarded as the first level of recontextualisation. In this study it will be SANParks Policy and other guideline documents;
- The second level of the recontextualising process within the pedagogic recontextualising field (PRF), where discourses from the field of production are appropriated and then transformed into pedagogic discourse and recommendations. In other words, the 'blueprint plan' (SANParks policy and guideline documents) is transformed into pedagogic practices across parks. In this study I look at established park based programmes, for example, the KIP programme; and
- The recontextualising processes in the field of reproduction where the pedagogic practice occurs. In this study I look at park based EE programme activities and resources in general (in parks) and how these are implemented.

The unfolding of the recontextualisation of 'policy to practice', forms one of the story lines of the research study, as they occur in the different fields of practice. To gain a better understanding of the recontextualising processes in the different fields, I draw on Bernstein's concepts of the appropriation and recontextualisation of knowledge for educational purposes. These are directed by two sets of principles, namely the *de-location* and the *relocation* of the discourse within the cases.

### **1.3.3 Cornbleth's theory on curriculum in context**

Catherine Cornbleth's *Critical Curriculum Approach* informed my investigation into how EE practices in SANParks are *contextualised* in relation to SANParks policies and guideline documents. It is an exploration of the possible meaning of a critical perspective for curriculum construction and change efforts (Cornbleth, 1990), and forms another story-line of the research study. A critical perspective includes questioning appearances and taken-for-granted practices, and examining assumptions and implications (Cornbleth, 1990). Cornbleth (1990) further stated that the purposes of such a process would be enlightenment and empowerment that could nurture personal and social emancipation from

various forms of authority. It also recognises and values human intention and action in relation to both the limiting and enabling aspects of people's historical, material, and cultural circumstances. Thus, the key features of a critical approach would be its normative standpoint against forms of domination and its context sensitivity. In following Cornbleth's (1990) critical approach towards EE practices in parks, the focus of the investigation is on the following questions:

- What actual knowledge and learning opportunities are made available to programme participants;
- How are these knowledge and learning opportunities created;
- What values do the knowledge and learning opportunities reflect and sustain; and
- How do programmes align with the national school curriculum as a supporting frame for schooling?

#### **1.4 RESEARCH QUESTION AND GOALS**

Based on the exposure and interest created by the different experiences and theories of curriculum development and its implementation, the following question frames the research: How is EE in South African National Parks developing as a field of practice in relation to national and organisational policy frameworks?.

The goals of the research are:

- To investigate the historical development of EE in SANParks in relation to policy development;
- To gather data on how Park Management and P&C practitioners are implementing the policy in park based programmes;
- To examine EE practices and resources in parks in relation to the current EE policy and the alignment of EE programmes with the national school curriculum; and
- To investigate the use of the SANParks EE policy, EIE Strategy Documents and other guideline documents in relation to partnership programmes, such as the KIP programme in GGHNP.

The intention of the research conducted will be the view to inform:

- The review of the current SANParks EE Policy document in terms of a participatory process;
- Park Management and EE practitioners of how important an in depth knowledge of the EE Policy document and other guideline documents is, with the emphasis on the commitment expressed that EE practices at park level are planned and co-ordinated to align with the school curriculum;
- The process of recontextualisation of the national and organisational policies within EE practices in parks; and
- The contextualisation of park based EE practices.

## **1.5 CONTEXT OF THE RESEARCH FOCUS AREAS:**

### **1.5.1 Historical background of the development of environmental education in relation to SANParks policies and other guideline documents**

In February 2005, the Executive Management Committee of SANParks approved the current SANParks EE policy (2005), compiled in 2004. This document was one of the first official documents of the P&C Directorate, which was established in 2003. This division replaced what was known as the Social Ecology (SE) department with the view to strengthen the fore-going SE Unit's key performance areas (KPAs), one of which was EE. It furthermore endeavoured to effectively address the ongoing implementation of EE processes in all parks (SANParks, 2005a). The SANParks EE policy (2005) clearly acknowledges constitutional and national legislation and policies, of which the NCS is a prominent one. The SANParks EE policy recognises the need to review existing programmes and includes a commitment to review these programmes within the context of the NCS and Outcomes Based Education. This formally establishes an additional dimension to the original objectives of EE in SANParks and creates a strong link between formal education within the National Department of Education (DoE), and non-formal education, presented by SANParks through its EE initiatives.

The EIE Strategy Document (2000) and the EIE Strategy document (2002) preceded the EE Policy document; both briefly refer to the recognition of the 'environment' as one of the lenses that educators have to think through in the development of programmes (SANParks, 2000a). In addition, the environment has been recognised as integral to all learning areas

within the 'new' Outcomes Based Education framework (South African National Parks, 2002a).

This illustrates a marked time during which SANParks recognised that EE processes necessitated a reorientation in the understanding of education. The narrow approach of viewing the environment exclusively in terms of biophysical processes needed to change to embrace a broader view of the environment that includes social, political and economic aspects, that is, a holistic approach. At the same time, SANParks realised that this approach required a deeper insight into pedagogical practice, environmental issues and risks, and the ability to bring these insights together (SANParks, 2005a). The establishment of the Constitution of the RSA (South Africa, 1996) and the development of the environmental discourse within the curriculum change-processes of the DoE in post-apartheid South Africa (after the election in 1994), informed and influenced this phase of development in EE in SANParks (see box).

Curriculum 2005 was introduced into schools in October 1998 and reviewed in 2000. The Revised National Curriculum Statement was introduced in 2004, and was a strengthening and streamlining of Curriculum 2005. The name Curriculum 2005 fell away in 2006 and the DoE currently uses the name of the documents in which the new curriculum is described as the name of the curriculum itself. These documents are the National Curriculum Statement (NCS) documents and the name that has been published in the Government Gazette as the new name of the curriculum (Sanders & Nduna, 2007).

The core responsibilities of the management component of the Directorate of P&C at the SANParks Head Office include, amongst others, policy formulation, its distribution, and ensuring that it is made operative at park level. It follows then that management at corporate level is responsible for creating the OPD, which represents policies and guideline documents, and in this case the SANParks EE policy (2005) and related guideline documents. The SANParks EE Policy document (2005), which is the most recent EE document, should for all practical reasons act as the informing and guiding document for all EE developments and practices in SANParks.

Given the investigation into the development of the EE discourse in SANParks, several of its documents formed part of the focus of my research study, including the EE Policy document (2005), the preceding EIE Strategy documents of 2000 and 2002, the SE Policy

documents of 2001 and 2002, and the KIP Proposal document of 2004. These documents assisted in formulating a holistic picture of this development process in relation to policy frameworks, and in investigating the processes of recontextualisation of discourses in the development of the EE discourse within SANParks.

Bernstein (1996, p. 47) suggests that pedagogic discourse is a recontextualising principle and that “pedagogic discourse is constructed by a recontextualising principle, which selectively appropriates, relocates, refocuses and relates other discourses to constitute its own order”. In this study I will investigate how, and to what extent pedagogic discourse has been constructed in the SANParks EE Policy document and related guideline documents.

### **1.5.2 Park based environmental education policy knowledge and practices at managerial and implementation level in parks – CASE 1 (Recorded in Case Record 1, attached as Appendix A)**

During the past six years, all protected areas under the jurisdiction of SANParks were divided into five different clusters, excluding Kruger National Park, which functions as a separate directorate. Currently, there are 22 national parks, of which 18 have actively been participating in EE programmes and activities at park based level over the past year. Three more have recently joined this list, which brings the current number of parks conducting EE programmes to 21.

**Table 1.1: Summary of SANParks Clusters, related parks and EE involvement**

<b>CLUSTER</b>	<b>PARKS</b>	<b>EE PROGRAMMES AND ACTIVITIES</b>
Kruger National Park	◦ Includes three Business Units	X
Northern Cluster	◦ Golden Gate Highlands National Park ◦ Mapungubwe National Park and World Heritage Site ◦ Marakele National Park ◦ Groenkloof National Park (Head Office)	X X X X
Arid Cluster	◦ Kgalagadi Transfrontier Park ◦ Augrabies Falls National Park ◦ Richtersveld National Park ◦ Namaqua National Park ◦ Mokala National Park	X X X X X
Cape Cluster	◦ Table Mountain National Park ◦ West Coast National Park ◦ Agulhas National Park	X X X

	<ul style="list-style-type: none"> <li>◦ Bontebok National Park</li> <li>◦ Tankwa Karoo National Park</li> </ul>	<p style="text-align: center;">X -</p>
Garden Route	<ul style="list-style-type: none"> <li>◦ Tsitsikamma National Park</li> <li>◦ Wilderness National Park</li> <li>◦ Knysna National Lake Area</li> </ul>	<p style="text-align: center;">X X X</p>
Frontier Cluster	<ul style="list-style-type: none"> <li>◦ Addo Elephant National Park</li> <li>◦ Camdeboo National Park</li> <li>◦ Mountain Zebra National Park</li> <li>◦ Karoo National Park</li> </ul>	<p style="text-align: center;">X X X X</p>

The research set out to examine the knowledge and implementation of policy across the management structures of the regions and parks. Questionnaires, a review workshop and site visits to some of the parks constituted means to gather data. Kruger National Park (KNP) did not form part of the park based research process, owing to time and budget constraints.

Together with Conservation and Nature Based Tourism, the P&C Division, referred to in the SANParks Business Plan as the constituency building component of SANParks, comprises a core function of the organisation. P&C has different key focus areas that comprise of EE, community based conservation, cultural heritage resource management, awareness and outreach, and youth development. The parks are working towards having at least one P&C officer to attend to all these key focus areas. In three parks, however, such positions do not exist yet. EE appears to be one of the key focus areas that demands a large portion of P&C staffs' time and also forms part of the objectives of the Score Card of Park Managers.

EE is not a new concept in SANParks. There have been "Information officers" in the structures of SANParks from the early 1950's (Milne, 1996, p. 47). Ever since then, information/interpretation/environmental education has been part of the functions performed by SANParks. The education processes examined in this study have appeared in varied forms, shaped and influenced by the trends and powers of the day. The core component of the changing education concepts has always been environmental information. Interpretation and EE has often been tagged as a tension. Milne (1996, p. 4) states that he regards interpretation as an important branch of EE and that EE should be the main aim of interpretation. However, without doubt, interpretation and EE are intertwined and form an integral part of one another; their objectives and outcomes are very much the same. Recognising some of these historical and continuing tensions, this study also investigated the extent of these tensions within current EE approaches and practices.

The development of EE within SANParks as a recognised field of practice in relation to policy frameworks, surfaced quite rapidly during the past 10 years. It has become more focused and specialised with reference to the global view of EE, that is, in the holistic sense, which relates to the social, political, economic and biophysical components. This rapid development of policies and processes took place at the time when the new democracy of South Africa dawned. These parallels can be drawn with the findings of Popkewitz where he traced that education emerged as an integral part of modernity (Popkewitz, 2000). Similarly, EE was established as a specialised field of practice and recognised as a key focus area, through the formalisation of organisational policies in a new democracy.

With the establishment of new structures within SANParks after the first democratic government came into power, a whole new approach emerged towards making SANParks more accessible to South Africans in general, as well as other tourists. Conservation had to remain a viable contributor to social and economic development in rural areas. The new structures also came with new concepts and an active transformation drive. This saw the establishment of new staff in all ranks, including Park Managers, who became a more varied group with social skills, as well as conservation management skills. It brought about a more general understanding of the value of EE, and a better realisation that EE could play a major role in reaching the aims of a more people sensitive and friendly organisation within Parks.

At this point, my research interest clarified a common understanding of how EE unfolds at park level and how it is supported and implemented by the relevant park officials.

### **1.5.3 Resource use and park practices in National Parks – CASE 2 (Recorded in Case Record 2, attached as Appendix B)**

Considering the number of people who participated in environmental programmes during 2005, 2006 and 2007 (see 1.1), the need arose for a closer look at EE programmes conducted in parks, and specifically what practices were taking place and how these were taking place.

In 2005, a Policy for EE was approved, which had strong components in recognition of aspects of the Constitution, as well as the national school curriculum. This included a

commitment to align park based programmes with the school curriculum in order to support the concept of the environment within the school curriculum, as well as to make the park programmes more meaningful.

Due to the fact that parks are scattered across the country, and that park practitioners function in isolation, part of my research interest was to try and determine how park practitioners across parks managed to link their programmes to the school curriculum. I was interested to know how they were dealing with the responsibility of EE as one of their key focus areas.

The resource material of seven parks was reviewed, including Table Mountain National Park (Cape Cluster), Namaqua, Augrabies and Kgalagadi National Parks (Arid Cluster), Camdeboo and Addo National Parks (Frontier Cluster) and GGHNP (Northern Cluster).

#### **1.5.4 Current practices within the Kids in Parks (KIP) programme in Golden Gate Highlands National Park (GGHNP)- CASE 3 (Recorded in Case Record 3, attached as Appendix C)**

During my working period in GGHNP from 2001 to 2007 there have been remarkable changes and growth within the EE programmes and practices in GGHNP. This was due, to a large extent, to the SANParks EIE Course that I participate in, and a direct outflow of the SANParks EIE Strategy document of 2000. It was necessary to review and streamline programmes, create new programmes in accordance with themes and resources evident in GGHNP, and negotiate with schools and educators, in order to adapt park programmes according to Learning Areas, and make them more applicable and meaningful.

GGHNP has played a major role in accommodating teachers' training workshops, primary and secondary school programmes (overnight and day programmes), special interest group programmes and special access and partnership programmes, such as the KIP programme. This programme's educational activities and resources, with special reference to curriculum linked aspects, formed the focus of case record three (Appendix C).

## 1.6 OVERVIEW OF CHAPTERS

**Chapter 1** served as an introduction to the study, presenting an overview of where the idea of the study originated and sketching the broader context within which the research was framed. This chapter touched on the broader historical context, which served to ground the research, as well as three case records that informed the research question.


**Chapter 2** outlines the historical background and development of EE in South Africa, and the processes that led to the development and formalisation of an EE discourse in SANParks in relation to the national school curriculum. It introduces the historical development of policy frameworks in relation to EE in SANParks, as well as the context of EE in a representative park (in this case GGHNP) with reference to the KIP partnership programme. In order to understand different occurrences within the research, the study draws on three theoretical frameworks by Popkewitz, Bernstein and Cornbleth to shed light on the development processes within the field of study.

**Chapter 3** discusses the design of the research, the methodology, and the data generation techniques that were used. The chapter also discusses the manner in which the data generation was managed and organised in order to utilise it in a sensible and orderly manner.

**Chapter 4** reflects evidence on the historical line of development from the inception period of EE in SANParks as a field of practice to its current status and position. Eight themes are identified, within which the gathered data is organised and interpreted. This chapter thus represents the data on the development of the EE policy and practices for further analysis and discussion in Chapter 5.

**Chapter 5** presents a discussion based on the findings in chapter 4 by means of seven analytical statements, which are based on a holistic view of the study data. It allows the telling of the story of how EE has developed as an educational field of practice in relation to national and organisational policy frameworks in SANParks, and assists in establishing a sound understanding of where this development process of EE as a field of practice in SANParks has come from and where it currently stands.

**Chapter 6** summarises the study in terms of the research question. It further contains conclusions drawn in relation to the different focus points pertaining to the analytical statements. This chapter reflects on the research process, suggests further research possibilities, includes a list of recommendations, and concludes the study with a summary.



## **CHAPTER 2: CONTEXT AND HISTORY OF ENVIRONMENTAL EDUCATION DEVELOPMENT WITHIN SOUTH AFRICAN NATIONAL PARKS – A LITERATURE REVIEW**

### **2.1 INTRODUCTION**

This chapter outlines the historical background and development of environmental education (EE) in South Africa. It focuses on the processes that led to the development and formalisation of EE in SANParks. The processes were based on the establishment of Strategies and Policies, including the SANParks Strategy for Environmental Education and Interpretation Draft (2000), the SANParks Environmental Interpretation and Education Strategy Second Draft (2002), and the Policy Statement for Environmental Education (2005) – all of which are current.

This chapter introduces the historical development context of EE in a representative park (in this case Golden Gate Highlands National Park). It looks at the development of the Kids in Parks (KIP) partnership programmes and focuses on programme and resource development in support of the national school curriculum.

Popkewitz's findings on modernity and education, where he traced how education emerged as an integral part of modernity (Popkewitz, 2000) enable me to explain the rise of a number of aligned policies and legislation in the democratic era of South Africa. It is therefore possible to draw parallels: just like education emerged in modernity, aligned policies and legislation emerged within a new dispensation, which also contributed to the establishment of more structured EE processes within SANParks over the past few years.

In order to understand the process of how the generative regulating discourse (GRD), that is, the Constitution and basic acts, constitutes itself within the official recontextualising field (ORF) to the pedagogic recontextualising field (PRF), I introduce the Bernstein model as a tool of possible explanation of processes and occurrences in the EE discourse of SANParks. But first, the general regulative discourse consists of the 'dominant principles of a society', and is created as a result of the influences "...between the State field and the fields of production (physical resources) and symbolic control (discursive resources)" (Bernstein, 1990 & pp. 47, 48). Bernstein's tool of possible explanation of these processes

and occurrences will be illustrated in the context of how policy and state documents are recontextualised at a managerial and implementation level in SANParks.

I also make use of Catherine Cornbleth's theory of 'curriculum in context', where curriculum is presented as a contextualised social process and the cultural, social and historical dimensions, rather than the objectives of curricula, are emphasised. This will assist me to gauge how environmental processes are playing out at park level and to determine what contributed to the fact that environmental practices have prevailed in parks over changing periods of time in parks.

## **2.2 THE DEVELOPMENT OF AN ENVIRONMENTAL EDUCATION (EE) DISCOURSE IN SANPARKS FROM A HISTORICAL POINT OF VIEW**

Present-day forms of EE first reached SA in the mid 1970's and were inspired by the Belgrade Charter of 1975 and the 1977 Tbilisi Principles (Irwin and Lotz-Sisitka, 2005).

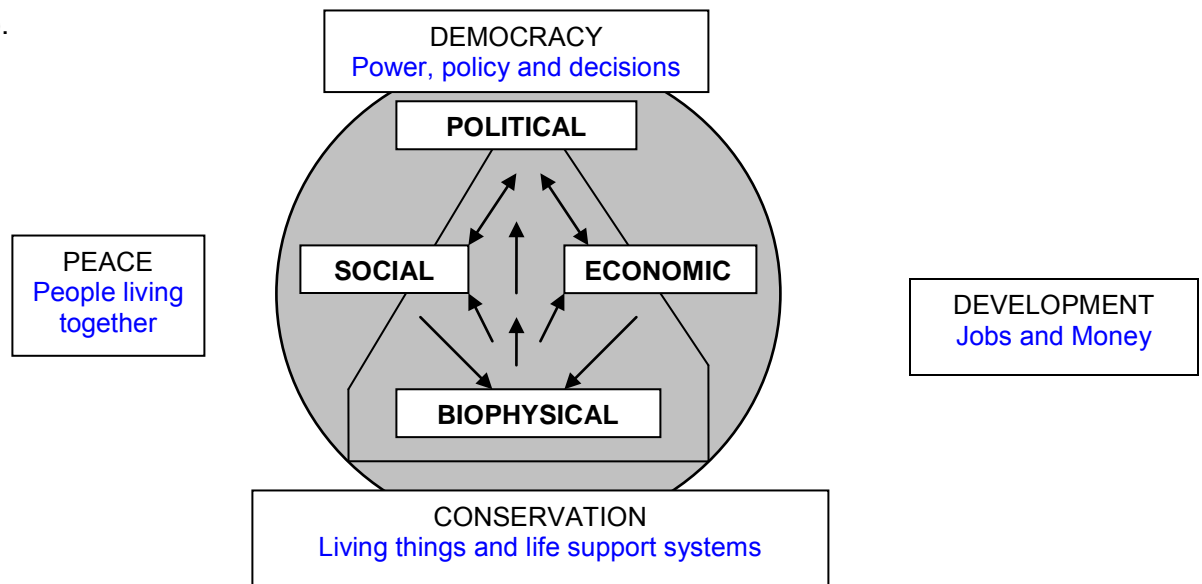
Before this, efforts had largely been concentrated on education about biophysical aspects and was popularly referred to as 'conservation education'. Conservation education, as the term implies, tended to focus on conservation as the wise use of natural resources and on basic interpretation of, for instance, basic ecology and ecological processes (Irwin, 1990). At the time, it seldom included political, social or other aspects of the environment (Irwin, 1990). Conservation education later became incorporated within EE, and today continues to be an important and integral part of what the broader field of EE is actually about (Irwin, 1990).

From early approaches to EE of treating the environment as a physical world with the aim to communicate information about problems in order to change people, there was a shift towards understanding the complexity of environmental interactions. The approach to EE changed to include not only conservation and sustainable development, but also democracy and peace (Janse van Rensburg and Taylor, 1993).

The 'environment' should be seen as a social construct, viewed as a composite of interacting and interdependent facets, where the biophysical component forms the basis for economic and social development, with a range of interactions between political, economic, social and biophysical dimensions (SANParks, 2005a). The broader view of the

'environment' creates a useful framework to ensure that the social, political, economic and biophysical aspects of issues are all recognised when dealing with the issues from an environmental point of view (SANParks, 2005a).

The diagram below shows the environment as interacting patterns of political, social and economic factors within the biological and physical world (Janse van Rensburg and Taylor, 1993).



**Figure 2.1: The environment as interacting patterns of political, social and economic factors within the biological and physical world** (Janse van Rensburg and Taylor, 1993).

Around the diagram are a number of issues that demand attention within EE policy and curriculum change initiatives in formal education and informal education (Janse van Rensburg and Taylor, 1993).

The development of EE in South Africa was never a smooth process or uncontested terrain; there has always been a great deal of debate involved. Much of this has been linked to the idealistic notions of individuals debating ideas. This kind of debate is essential to intellectual progress and for dynamic thinking and should be constantly open to scrutiny, questioning, challenging and further development (Irwin and Lotz-Sisitka, 2005). It is also important to remember that ideas we might consider straight forward and obvious are not necessarily so to others, nor are today's ideas necessarily the appropriate ones for

tomorrow. The conclusion of the process of the development of EE in South Africa is that it has lots to offer with a rich content (Irwin and Lotz-Sisitka, 2005).

Another concept which was confused with EE for a few years in the early 1980's, partly as a deliberate political strategy, was that of 'outdoor education' (Irwin, 1990). It focused on out-of-doors activities, the study of, and respect for nature, and crafts of various kinds (Irwin and Lotz-Sisitka, 2005). For the conservative conservationists the holistic approach that EE was taking, was coming from the wrong politically orientated group and they felt unsure of what the implications of such an approach would be.

The first international conference on EE in SA took place in 1982 at the initiative of Treverton College at Mooi River in Natal. There were representatives from four continents and was a landmark in South African EE (Irwin and Lotz-Sisitka, 2005). Not only was it the first time that a wide range of South Africans concerned with EE issues had come together to discuss common concerns, but it also saw the formation of the Environmental Education Association of Southern Africa (EEASA). Ever since its creation, EEASA has played a significant catalytic, developmental and co-ordinating role in the EE field (Irwin, 1990). Interesting to note that on the list of delegates who attended the International Conference on EE held at Treverton College from 03 to 08 April 1982, the names of three representatives from the National Parks Board (now known as SANParks) appeared as well (South Africa, 1982). Two of the three delegates were from GGHNP in the capacity of Information Officer and Park Warden (currently known as Park Manager), who was the founder of the Wilgenhof Environmental Education Centre. The other representative was a Biologist/Interpretative Officer from Skukuza, in the Kruger National Park, who became the next Park Warden of Golden Gate at the end of 1982.

The development and growth of EE in the southern African region in the 1980's and 1990's was almost synonymous with the work and activities of EEASA (Irwin and Lotz-Sisitka, 2005). EEASA started the first regular publications on EE in southern Africa, including the Southern African Journal of EE in 1984, and the EE Bulletin in 1988. It has played a major role in many workshops and seminars on a wide variety of issues and topics, and has conducted annual conferences over the past 22 years. EEASA liaised and worked with government where possible, but wasn't always welcomed, especially in the old provincial and state departments where EE as an idea was often regarded as liberal, contradicting to the "establishment", and suspect (Irwin and Lotz-Sisitka, 2005).

The National Parks Board (NPB) hosted the annual national workshop of EEASA at Stellenbosch in 1990 (National Parks Board, 1991). The 1990/1991 annual report further states that the 200 delegates came from various nature conservation organisations, education departments, private organisations, national states and Namibia.

Non-Governmental Organisations (NGOs) and the former provincial conservation agencies played a pioneering role in the practice of EE in South Africa. By the 1960's, organisations, such as the Wilderness Leadership School, the Wildlife and Environment Society of South Africa (WESSA) and others had recognised the importance of educating people about their environmental responsibilities and had begun to set up programmes in this regard. Although it was called 'conservation education' at that stage, it provided a firm foundation from which fully-fledged EE programmes were developed (Irwin and Lotz-Sisitka, 2005).

The Umgeni Valley Project (UVP) started in Natal in 1975 and played a major and groundbreaking role in the development of EE practice and theory in SA. The Southern African Development Community (SADC) Regional Environmental Education Programme (REEP) is also hosted at Umgeni Valley, and in this way also continues to contribute to the growth and development of EE in southern Africa in a variety of ways. EEASA and WESSA also pioneered the practice of 'critical evaluation' within the EE field (Irwin and Lotz-Sisitka, 2005).

Despite political difficulties arising from the apartheid policies at the time, people from the UVP, the Natal Education Department and the Natal Parks Board managed to work together. Natal Parks Board was in many respects one of the leaders in both the theory and practice of EE. The other former provinces of South Africa were tightly government controlled education departments and either declined to embrace EE on ideological and political grounds, or avoided co-operation with conservation agencies and the private sector. The Transvaal Education Department set up their own exclusive 'outdoor education' programme that was known as the 'Veld Schools' (Irwin and Lotz-Sisitka, 2005).

There were several other successful EE initiatives in some of the former homelands of pre-1994 South Africa, especially at grassroots level, the most successful one of which was in Bophuthatswana. Its success could be attributed to the close co-operation between the homeland Ministry of education, Parks Board and teacher education institutions. Another

was the National Environmental Awareness Council (NEAC), an NGO in Soweto, which was started in 1974. Amidst political and social turmoil in SA in the 1970's and 1980's it grew in popularity, support, and effectiveness (Irwin, 1993).

In 1989, after years of resistance from the formal education establishment, a White Paper on Environmental Education was tabled in the South African Parliament for which the Department of Environmental Affairs was mainly responsible. It was received with scepticism and some opposition from the state education structures, but it is important to note that it completely embraced the Tbilisi Principles and the internationally accepted concept of EE. It was, unfortunately not accepted at that point in time (Irwin and Lotz-Sisitka, 2005).

EE courses and programmes at a tertiary level for teachers and decision-makers were pioneered at the University of Bophuthatswana, where undergraduate and postgraduate courses were offered. With the post 1994 political changes, these programmes were not sustained (Irwin and Lotz-Sisitka, 2005).

Rhodes University, the University of Stellenbosch and the University of South Africa were early players at the tertiary level as well. Dating from the late 1980's to the early 1990's they all established EE within their faculties of Education – EE now forms part of their teacher education programmes. In addition to the programmes at these three universities, which together account for over 75% of all EE research output in Africa, today several other universities also offer courses and programmes in EE, such as the Universities of Cape Town, KwaZulu Natal, Western Cape and North-West (Irwin and Lotz-Sisitka, 2005).

While changes in EE took place in South Africa, the statutory organisation, namely the NPB (changed name to South African National Parks in 1995) also underwent changes in this regard, in a very similar way to the rest of the country.

The concept of people engaging with environmental aspects within National Parks was reported on from as early as the 1930's, where students from colleges and universities were visiting the Kruger National Park (Milne, 1996). In 1952, the first information officer was appointed and the 'information services' was inaugurated and expanded considerably during the 1950's (Milne, 1996). In 1960, it was reported that schools visited the Kruger National Park (KNP) in school-term-time. In 1974, mention is made of the great number of

school groups that visited the library in Skukuza. In 1980, approval was given for the presentation of educational adventure courses at Golden Gate National Park. A report of 1981 proposed the establishment of educational courses in Golden Gate National Park and emphasised that the courses should be aimed at the school syllabus for biology and geography of the specific standards of the groups. Most of the other National Parks by this time were also presenting some form of 'environmental education', which, at that stage was more commonly referred to as Interpretation of Information (Nasionale Parkeraad, 1981a).

The development of EE in National Parks could be categorised within the "non-formal" sector and the development within this specialised field was unfolding from an institution and trainer centred approach, to a workplace and learner centred training approach.

Initially, the focus of EE in southern Africa in general was on non-formal education activities, mainly provided by conservation organisations (Loubser, 2005). However, this focus has shifted to formal education in recent years (p. 37), mainly because it is believed that it is possible to reach more learners in the formal sector by building environment into the school curricula at all levels. It is possible to expand the provision of training to all aspects of environmental protection and natural resource management (Southern African Development Community Regional Environmental Education Programme 2002:1). The role that non-formal education organisations have played in the past, and are still playing, is of utmost importance. In the non-formal sector, conservation bodies and other NGOs provide a wide variety of EE activities and resources. A major role-player and a prominent organisation in the conservation area, recognised world-wide, is the South African National Parks (Loubser, 2005).

### **2.3 THE ENVIRONMENTAL EDUCATION DISCOURSE IN SANPARKS BEFORE 1994 AND THE EMERGENCE OF SCHOOL CURRICULUM LINKS IN PARK PROGRAMMES**

Milne (1996) reports on a series of developments within the information/interpretation/environmental education department of the NPB in a document review of his master's thesis. Milne (1996) also notes that as early as 1932 there was a visit by students of the Potchefstroom Normal College to the KNP and in 1935 there was a scientific expedition from the Stellenbosch University. In February 1950 a proposed report was accepted on educational work in the National Parks of South Africa, and in December

1950 the 'Transvaal Education Department' (pre-1994 provincial department) was approached for help with education services in the parks. In 1953 the information officer got permission to produce a brochure for distribution to teachers of nature studies and geography. During 1954-1955 the information services section was enlarged and in 1955 one of the information officers started travelling across the KNP, around the 'Transvaal' (pre-1994 province of South Africa) and to the Cape parks to present film shows (Milne, 1996). It was reported in the 34<sup>th</sup> Annual Report of 1960 that "the important post of Educational Officer has been filled". In 1960 it was also reported that schools visited the KNP in school-term-time (National Parks Board of Trustees, 1960). In 1974, the great number of school groups who visited the library in Skukuza deserved mention (Milne, 1996). In 1978, a separate section in the KNP was created, named the 'Information and Publications' section. In 1980, Golden Gate National Park received approval to present educational adventure courses (Nasionale Parkeraad, 1980).

Milne (1996) further notes that in 1981 two documents appeared on the Planning of the Board's Information Actions for the future (NPR, 1981a), as well as an Action plan for the Information Section of the NPB (Nasionale Parkeraad, 1981b). The report on the Planning of the Board's Information Actions stated that the slow growth in this department could be attributed to a lack of funding. Van Wyk, who was the writer of both the documents compiled in 1981, stated that Board members, as well as employees of the NPB were in agreement that there was an urgency for the education of the general public, and especially the Black population (NPR, 1981a). He further quotes George B. Schaller in this report, who was a gold medal awardee of the then World Wildlife Fund (WWF) (currently known as the World Wide Fund for Nature), and who said the following on education:

Conservation is not really in the hands of the few who attend international meetings, rule their respective subjects, or read books. No. Conservation is in the hands of the local people who live close to the land, and of the children, who, as they grow up, will, one hopes, look at nature with new eyes. Decades ago H. G. Wells wrote: 'Human history is more and more a race between education and catastrophe'. I agree. Education is our best weapon against oblivion, for it creates an awareness that conservation, in the final analysis, means the survival of the human species on this small planet. Having worked for years in the world's wild places, I know that money donated for research, equipment and the establishment of reserves has in many instances been money given to the wind. Unless people are educated to the economic and ethical principles of conservation, there is little hope that many of the remaining natural areas will survive...

(Quoted in 1981)

As mentioned, this quote was included in the Planning Document for the Information Actions of the NPB in March 1981 (NPR, 1981a), and this document can be regarded as a watershed of change within the approach of educating all people on environmental aspects and issues. The main planning actions included in the document were information exhibitions, talks and lectures to school groups and visitors, the establishment of educational courses, like GGHNP where the emphasis was on courses aimed at the school syllabus for standard specific biology and geography. Moreover, courses were not to be presented as adventure or survival courses. Other parks that were mentioned in the March 1981 report were Mountain Zebra and Tsitsikamma National Parks (NPR, 1981a). Van Wyk, who compiled the March 1981 report (NPR, 1981a) mentions a partnership programme at the Bontebok National Park with the Department of Forestry, Water Affairs and Environmental Conservation, and the Swellendam Drosty. The partnership programme consisted of a five-day course for scholars based on the school syllabus and compiled in conjunction with teachers (NPR, 1981a). Other functions and actions discussed in the March 1981 planning document was the training of staff in parks, the showing of educational films and media efforts, including television and radio (NPR, 1981a).

The follow-up document to the above report, the Action plan for the Information Section of the NPB (NPR, 1981b), confirmed the accepted actions by the Board members. It mentioned the courses presented at GGHNP, attached examples and stated that these were adaptable according to the subject needs of the schools (NPR, 1981b).

During 1983 there was an expansion of staff in the Information section in the KNP and Berg-en Dal camp was to include an information centre and an interpretative trail. In 1985 Goldfields funded the completion of the Skukuza information centre and the first youth leaders' course – this was noted as a milestone of becoming involved in EE. During 1986 – 1987 there was an expansion of the information section when seven new posts were filled. In 1987, the first mention was made of a partnership between conservation areas and their neighbours, stressing the importance of 'conservation education'. In 1989, Goldfields funded the establishment of the Geelbek Environmental Education Centre in the West Coast National Park (Milne, 1996).

Milne (1996) mentions another report on Multi Cultural Environmental Education by NPB that appeared in February 1989 and was compiled by Dr J. Botha. In this report there was a definite shift in focus to include neighbouring communities in the educational programmes.

Outreach programmes to schools were undertaken, a partnership with a teachers' college upheld, Honorary Rangers were reconstructed and redeployed, and networking took place with other EE organisations, such as Eco Link and other nature conservation agencies (Nasionale Parkeraad, 1989). Botha (NPR, 1989) also notes that KNP accommodated the first non-white groups in its bush camps during that year and that these efforts yielded good feedback. He mentions the Edu-Train project, which was a multi-cultural group of selected secondary learners that attended an ecology course presented by the information officers, which was appraised and valued as a successful attempt to encourage racial relationships (NPR, 1989). Botha lists Golden Gate as a park that accommodated school groups of all cultures – this included general park programmes, as well as the annual National Youth Symposium (NPR, 1989). He reports that in 1987, three Black schools, one Indian school and one Chinese school attended the symposium, and in 1988, 16 multi cultural groups attended the symposium (NPR, 1989). Botha further reports (NPR, 1989) that the Karoo National Park went through a painful period of adaptation, but that mutual trust was built up gradually by outreach and awareness raising efforts. The report (NPR, 1989) includes a quote by Braack, the information officer in the Karoo National Park at that time:

In the past conservation seemed to be considered a luxury, now it is a necessity. Many people and organisations are working towards the same goal, and together there is hope.

(1989)

These were clear signs that people were realising that the message of conservation was a shared concern that needed to be communicated across the boundaries of National Parks.

From the development of 'environmental education' in SANParks as reported on, it is evident that there has been a gradual growth within 'environmental education' over many years in SANParks. It is also evident and clear that this process was strongly linked to political changes within the country. Milne (1996) reports that according to a policy document of the NPB in 1988, they accepted the responsibility to utilise parks and their facilities to promote EE in the 'broad sense', as defined by both the International Union for the Conservation of Nature (IUCN) (1971) and the Tbilisi Declaration (UNESCO-UNEP, 1977). Irwin and Lotz-Sisitka (2005) note that even though the days of trying to find a general 'definition' for EE are past, the most resilient attempt was the one developed by the international working group of the IUCN in 1971 (see box).

**The IUCN Definition** – Environmental education is the process of recognising values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelatedness among people, their culture and their biophysical surroundings. Environmental education also entails practice in decision making and self-formulation of a code of behaviour about issues concerning environmental quality.

IUCN, (1971) as cited in Irwin & Lotz-Sisitka (2005)

## **2.4 THE ENVIRONMENTAL EDUCATION DISCOURSE IN SANPARKS IN A NEW DEMOCRATIC DISPENSATION AND THE ESTABLISHMENT OF THE SOCIAL ECOLOGY (SE) UNIT IN 1994**

There was a clear shift in the direction that National Parks was moving into during the change of government in 1994, the year in which the Social Ecology (SE) Unit was established as well. The genesis of the SE unit coincided with the political transformation of South Africa, concomitantly with the transformation of the NPB (NPB, undated). The SE department continually strived to influence the NPB policies and practices to accelerate the shift from the traditional conservation practice to a more holistic, integrated, natural and cultural heritage management approach (NPB, undated). Apple (2003) states that:

Managerialism is largely charged with “bringing about the cultural transformation that shifts professional entities in order to make them more responsive to client demand and external judgement”. It aims to justify and to have people internalise fundamental alterations in professional practices. It both harnesses energy and discourages dissent.

(2003, p. 13)

### **2.4.1 Extracts from National Parks Board (NPB) documents, in relation to environmental education in the conception-phase of Social Ecology**

There was a strong component of reporting on SE in the annual report of 1994/1995 where it was stressed that the dual functions of EE and community development will both be performed by SE specialists (National Parks Board, 1995). In this transition period, during which SE was establishing itself, the ‘Information Services’ still formed part of the Marketing and Communication Department. The annual report (NPB, 1995) further stated that the NPB and the Department of Environmental Affairs and Tourism (DEAT), were involved in the preparation of a draft document on the integration of EE into primary and secondary schools, and that the proposal was submitted in that year to the education authorities (NPB,

1995). It is also reported that the NPB kept up networks on a broad front which included Eco-vision, Eco-clubs Network, Enviro-bus, Eco-forum, EEASA, SA Museums Association, youth organisations, Centre for Ecotourism at the University of Pretoria, and Enviro-Teach (NPB, 1995). The NPB was also involved in the creation of the Environmental Forum for the greater Pretoria region together with other role-players (NPB, 1995). The focus of the SE unit's environmental efforts was on local schools and youth clubs, and the concept of EE was introduced to schools by way of visits, meetings and workshops (National Parks Board, 1997). It is further reported that EE took place throughout the year in the form of slide- and video shows, field excursions and interpretative trails, outreach programmes to create opportunities for stakeholders to benefit from the existence of national parks, environmental awareness programmes, visits to specialised groups, and visits from school groups (NPB, 1997).

In all parks, with the exception of Kruger National Park, interpretative services were integrated into the SE unit (NPB, undated).

## **2.5 THE ROLE THAT POLICY PLAYS WITHIN INSTITUTIONAL DEVELOPMENT**

The development of policy within an institution can be described as a programme of actions that is adopted by a group, or a government that represents a set of principles on which they are based. It can further be described as a course of action, a set of rules, strategies, plans, guiding principles, guidelines, procedures, dogmas, or programmes (Encarta dictionary, 2004). In layman's language a policy can also be described as a story or narrative of how we want our "world" to be – a selective appropriation of legislating government bodies.

Knowledge for policy is produced expansively. This means that it reflects, and is intended to shape particular institutional and political practices and ways of describing the world (Keely and Scoones, 2003, p. 21). Discourses frame the way in which problems are thought about, linking up different issues. These discourses and the institutional practices, upon which they rely, can be entrenched in ways that people are unaware of them, take them for granted and the way in which they shape the world (Keely and Scoones, 2003, p. 21).

Policy must be placed in political and bureaucratic contexts. Specific histories of interactions are important in shaping the emergence of a given policy path in a specific setting. Policy never moves neatly from the stage of agenda-setting and decision making to implementation – policy is more than often contested, substantially reshaped or even initiated from different places or points between macro and micro levels (Keely and Scoones, 2003). There is a definite relationship between science, expertise and policy which are central, given the complex and uncertain nature of many environmental problems.

There has also been a definite political and bureaucratic influence within policy development of SANParks, which becomes evident in the following discussions around the development of a number of leading policies within the SE and People and Conservation (P&C) departments.

## **2.6 THE ESTABLISHMENT OF SANPARKS' SOCIAL ECOLOGY POLICIES AND STRATEGY DOCUMENTS AND THE EMERGENCE OF ENVIRONMENTAL EDUCATION PERSPECTIVES**

SANParks is a statutory organisation that functions under DEAT, and as such, is influenced by the ideologies of the government of the day. As a consequence, changes in South Africa after 1994, filtered into SANParks' operations as well, as it also became evident in the changes and development of the organisational policies of then and now.

### **2.6.1 Social Ecology Policy documents of 2001 and 2002 and the occurrence of environmental education as a focus area**

The main aim of SE was to improve strained relationships with neighbouring communities, avert threats such as poaching and land grabs, and respond to the general trends in southern Africa towards democracy (South African National Parks, 2001). The SE department became the focal point of transformation in the Organisation (SANParks, 2001). This had its own challenges and often put the SE Unit, as well as the 'social ecology' concept in SANParks in the hot seat (personal comment). However, it created a learning curve that resulted in the 'social ecology' philosophy, which still placed biodiversity conservation at the centre, but without separating humans and nature. It measured conservation success in terms of the aspirations, histories, livelihood strategies and

worldviews of a range of role players and stakeholders, and it considered the extent to which these could be reconciled with the goals of biodiversity conservation (SANParks, 2001). This 'new' direction taken by SANParks in favour of the "People and Parks" concept was conceived of, and borne from the political changes and related transformation processes, which South Africa was exposed to in the 1980's and 1990's. The maturity and growth of the 'People and Parks' section of SANParks was far from complete. The establishment of the SE Unit, however, could be seen as a bridge under construction to a more participating and beneficial dispensation in SANParks, thus focusing on the 'people' factor.

Many lessons were learnt from the SE-era. These lessons have over time been converted into recommended courses of action and there has been a move into defining roles and responsibilities inside the organisation (SANParks, 2001).

In the document 'A Social Ecology Policy for South African National Parks' (2001), Environmental Interpretation and Education was described as follows:

Environmental education means that knowledge and insights are shared between local and other role-players and SANParks, in a way that promotes participatory learning. The social ecology approach implies working across park boundaries, to enable parks to contribute to and be part of a sustainable society. Local people should be assisted with environmental planning and management projects outside the park, and their capacity developed where necessary. Parks should be made more accessible to people from disadvantaged backgrounds through open days and subsidised entry fees. Ecosystem processes that include human influences should be explained to visitors. And local people should be provided with information about the international and national conservation and economic significance of parks and their resources.

(2001, p. 14)

Christo Fabricius from the Environmental Science Programme at Rhodes University prepared this revised draft policy/strategy document for SANParks and the Danish Co-operation for Environment and Development (DANCED) (SANParks, 2001). This quote clearly portrays the position that was taken by SANParks' SE unit at that stage and portrays a very strong community focus, placing inclusivity and participation in the foreground. This strong positioning at that stage probably laid the foundation in SANParks for the holistic approach towards EE that had established itself elsewhere in South Africa from the early 1980's.

In a follow-up document named the 'SANParks Social Ecology Policy' of 2002 (SANParks, 2002a), the foreword had a strong message of the transformation responsibilities and linkages that the SE unit at that stage was involving itself with. It already was noted in the preceding revised SE Policy document for SANParks (2001) that:

...soon the social ecology unit was made the focal point of transformation in the Organisation. SANParks' internal transformation, to become more representative of the entire South African population...became intertwined with the need to become more open and accessible to local stakeholders and to assist previously disadvantaged people. This affected the credibility and acceptability of both social ecology as a unit and the social ecology concept in SANParks...  
(2001, p. 4)

In the SANParks SE Policy document (SANParks, 2002a), EE was listed under the SANParks' SE guiding principles, and described as:

National parks and the local community contribute to sustainable environmental management and awareness raising in their local area; Parks promote an appreciation of biodiversity conservation by local communities; Each park should develop and implement an Environmental Education Programme (EEP), which should include giving local people privileged access to parks.  
(2002a, p. 4)

It is clear from the foreword of the SE Policy document (SANParks, 2002a), as well as the description of the EE principles, that there was an urgency to focus on the local communities in the approach of SE at that stage.

At this stage of the emerging SE Policy documents, EE was seen as a tool to engage with communities, to raise awareness and to promote participatory learning across park boundaries in order to contribute to a sustainable society.

## **2.7 THE DEVELOPMENT OF ENVIRONMENTAL EDUCATION IN SANPARKS IN RELATION TO ORGANISATIONAL POLICY DOCUMENTS FROM 2000 TO 2005**

### **2.7.1 'Towards a SANParks Strategy for Environmental Education and Interpretation Draft' – October 2000**

SANParks has been involved in EE for many years, but it was only in the 1990's that SANParks formally included EE as a key focus area of the SE Unit that was established in 1994. The SE Unit was established to reconcile people and parks and to establish dialogues and mutually beneficial partnerships around a strategy that is educational, interdisciplinary and participatory in nature (SANParks, 2000a). Masuku Van Damme compiled the document 'Towards a SANParks Strategy for Environmental Education and Interpretation' of 2000 (SANParks, 2000a) and stated in this document that:

This meant setting up environmental education programmes which incorporated cultural perceptions of the environment as well as enhancing the capacity of the park neighbours to participate in conservation related activities.

(2000a, p. 2)

Masuku Van Damme further states in SANParks (2000a), that in November 1999 the SE Department developed a detailed strategic plan after having been in operation for five years. This 'new' strategic plan increased emphasis on Environmental Education and Interpretation, as well as Cultural Resource Management as key result areas to respond to a new development objective, which specified that 'Stakeholders recognise common interests and mutual benefits in conservation' (SANParks, 2002a).

This was probably the first time that EE was formally termed and described in these terms, notwithstanding the fact that it had been developing and evolving in South Africa from the early 1980's to be more holistic in its approach, that is, to include the social, political, economic, cultural and urban environments as much as the ecological aspects. Formerly in SANParks, information dissemination (of the environment), or conservation education as it was often referred to, fell under the Information Services Department. This department mainly focused on the interpretation of biophysical aspects of parks, visitor information, exhibits, etcetera.

In 1998, DANCED, a Danish donor organisation specialising in environment and development, launched the 'Capacity building in SANParks' project. It was a three year initiative, which focused on improving the capacity of the SE Department (SANParks, 2001).

In February to March 2000, a DANCED review team reviewed the DANCED-SANParks project on capacity building. One of the outcomes of the review was that EE had not been

explored in depth by staff in SANParks, neither had enough capacity been developed to make a notable national change (SANParks, 2001).

In May 2000 a best practice conference was held to explore whether SANParks was working towards best practice in its partnerships with neighbouring communities. In the report that came out of this conference, recommendations were also made with regard to EE, which emphasised:

- the strengthening of practitioners' capacity to develop quality EE programmes;
- the improvement of interpretative experiences and resources;
- drawing on traditional knowledge for park specific EE resources and programmes;
- joint pilot projects within the National Environmental Education Programme (NEEP); and
- the recognition of the role of EE in community development (SANParks, 2000a).

The SANParks (2000a) document further stated that nationally EE had emerged as an area of emphasis. Within the new Outcomes Based Education approach in South Africa, 'environment' had been recognised as one of the lenses that educators needed to think through in the development of their programmes. The NEEP, which at that stage was in its initial phase of development, also identified SANParks as one of the major stakeholders of their programme (SANParks 2000a). This is the first time that a formal SANParks document mentions the movement towards linking up with the National School Curriculum.

Masuku Van Damme concluded in the SANParks (2000a) document, under the point of emergent challenges that motivated the document EE strategy, that:

Environmental education efforts in SANParks have remained isolated and un-partnered with other conservation institutions in the country. There is a pressing need for environmental education processes which include environmental and cultural interpretation, indigenous knowledge and biodiversity education to receive in depth attention if SANParks truly wants to commit itself to achieving its stated goals.

(2000a, p. 5)

The SANParks (2000a) document, 'Towards a SANParks Strategy for Environmental Education and Interpretation', compiled by Masuku Van Damme in 2000, was a purely EE focused document that laid a sound foundation for the establishment of a follow-up strategy

document, and had a clear philosophical underpinning and ten principles that formed the basis of a SANParks EE strategy.

The SANParks (2000a) document recognised the first strategic plan that was developed for SE in November 1999, but both the follow-up SE policy documents, namely 'A Social Ecology Policy for South African National Parks' (2001), and the 'SANParks Social Ecology Policy' (2002), did not refer to or recognise the preceding SANParks Environmental Interpretation and Education (EIE) Strategy document (SANParks 2000a), which had very clear, comprehensive and valuable inputs to EE in line with national development processes. This could point to a tension that existed between the politically driven aspirations of transformation in SANParks implemented by the SE department, and the more environmentally driven aspirations of environmental educationists, who were inspired by the development of EE as a holistic field of practice that included the social, political and cultural aspects.

### **2.7.2 South African National Parks Environmental Interpretation and Education Strategy Second Draft – August 2002**

A second draft of the SANParks EIE document came out in August 2002 (South African National Parks, 2002b). This document reflected inputs of EIE practitioners and managers and was the culmination of an intensive EIE training programme that was jointly presented by Rhodes University and SANParks from January to July 2002. This document stated that a situation analysis identified that a substantial amount of strategic change was necessary (at that stage in SANParks) to enable effective EIE and to adequately meet the needs of the park constituencies (SANParks, 2002b). This document further recognised the fact that EIE processes had a long but uneven history in SANParks. While the former NPB had a considerable track record in interpretation and EE activities, these benefited only one constituency as a result of the political dispensation of the time (SANParks, 2002b). With the dawning of the new South African National Parks (SANParks), the contemporary approach to conservation, called Social Ecology (SE), was introduced. During this period, which spanned the years from 1994 to 2002, projects with park neighbours received more attention than EIE activities in parks (SANParks, 2002b).

### **2.7.3 The scaling down of the Social Ecology Department – Operation Prevail**

A further blow to EE development in SANParks was the launch of Operation Prevail in March 2001. The position of Director of SE was scaled down to that of General Manager and the six managers' positions at Head Office were cut down to three. Nationally, at park level, SE staff was reduced from 50 to 34 (Moore & Masuku Van Damme, 2002). This resulted in having to share SE functions, and the assumption that SE functions were non-specialised, and could be done by anyone (Moore & Masuku Van Damme, 2002). This situation put the specialised field of practice that had been developing in SANParks back a few steps and caused a period of uncertainty of where this department actually fitted and how important its functions were.

### **2.7.4 The establishment of the People and Conservation Division and the birth of the SANParks EE Policy**

Despite the degradation of the directorate, the SE Department continued its functions with its scaled-down operations and reduced staff component in parks during the 2001 to 2003 period. It was a period of mere continuation of the benchmarks that had been set with the policies that emerged within the SE department, and included much uncertainty in the diluted managerial and leadership component of this specialist field of practice.

In 2003, SANParks established the P&C Division with a view to strengthen the SE department's ability to effectively address the implementation of EE processes in all parks (SANParks, 2005a). The SANParks EE Policy (2005a) further stated that the Division had set targets to review, update and amend the EIE Strategy document of 2000 (SANParks, 2005a). Therefore, the need arose to review the format and the alignment of programmes offered to schools in the parks, within the context of the then Revised National Curriculum Statement (RNCS) and Outcomes-Based Education (OBE) (SANParks, 2005a). This could probably be regarded as the first formal commitment made to align park-based programmes with the national school curriculum.

### **2.7.5 The SANParks Environmental Education Policy Document (2005)**

The SANParks EE Policy (2005) document acknowledges that the need for environmental learning is grounded in the constitution and is promulgated in many environmental policies

and legislation. These policies establish a legal framework for EE and recognise the important role of education to further an ethic for sustainable environmental practices.

The SANParks (2005a) policy document further recognises and underscores the fact that the environment has been identified as an important educational priority in the National Curriculum Statement (NCS) of the Department of Education (DoE) and that the environment should be viewed as an integral focus of all learning areas. The SANParks (2005a) policy also supports the NCS, which underscores human rights and inclusivity, social justice and a healthy environment, and which is a reflection of the human rights constitutional clause (SANParks, 2005a). By recognising the relationship between these key national priority areas, the SANParks (2005a) policy and the NCS aspire to reinforce the principles and practices of equity, inclusivity, access, and respect for people and the environment.

The SANParks (2005a) policy document also emphasises the fact that SANParks prioritises the provision of EE, and through the establishment of the P&C Division, has reinforced the ability of effectively addressing the operation and implementation of EE processes in all parks.

The SANParks (2005a) policy document further states that national parks provide excellent opportunities for implementing environmental learning (SANParks, 2005a). It recognises that poverty and inequity make a substantial contribution to environmental degradation and that it is of great importance to develop an environmentally informed group of learners and educators to learn more about the holistic concepts of the environmental challenges that confront us. EE processes in SANParks therefore necessitate a reorientation in the understanding of education, which requires a deeper insight into pedagogical practices, environmental issues and risks, and the means of bringing these insights together (SANParks, 2005a). In this regard, “Environment” can thus be described as a social construct seen as a composite of interacting and interdependent facets, where the biophysical world forms the basis for economic and social development, with numerous interactions between political, economic, social and biophysical dimensions (see figure 2.1 on p. 17).

The SANParks (2005a) policy document further states that one of its principles is that EE programmes and projects aspire to develop values, attitudes, skills and behaviour

throughout, in order to promote the conservation of our natural heritage (SANParks, 2005a). This underlines and reflects a clause in the South African Constitution, Bill of Rights, Chapter 2, (24), that enshrines the right to a healthy environment for all citizens (South Africa, 1996:11).

The SANParks (2005a) policy document encapsulates the very important and definite contemporary direction of development of EE within SANParks as a specialised field of practice in South Africa and the world. It also underlines the concurrent development, occurrence and applicable linkages of EE in SANParks with other national policies and legislation, for example, the constitution and the national school curriculum. This puts EE in SANParks in a substantial position, within the context of the development of EE processes in South Africa.

## **2.8 ENVIRONMENTAL EDUCATION AS A JOINT RESPONSIBILITY IN SANPARKS**

One of the generic corporate key performance areas (KPA's) of SANParks is, "to deliver a people centred conservation and tourism mandate for SANParks", and this cuts across the broad spectrum of all the departments. The more specific P&C Directors' objective is, "to contribute to local educational and socio economic development". With this as a departure point, it is evident that EE in the broader sense of the word makes out a major part of one of the key focus areas within SANParks. EE is the responsibility of the P&C Department and forms a major part of their responsibility. This means that it is expected to be implemented across all parks that have practising P&C staff, and this is what is happening. The guideline document or "blue print" curriculum for EE in SANParks is the SANParks EE Policy document (SANParks, 2005a). As discussed on pages 33 and 34 this is a comprehensive document with valuable information in terms of the status and implementation needs for EE in SANParks.

To a great extent, however, people are initiating and interpreting their park environments in terms of what the parks have to offer, and what they perceive to be the most evident to do. In other words, contextualising park resources in terms of availability, with the focus on biophysical, cultural, social and historical dimensions offer clear evidence of a 'curriculum in practice'.

Lotz-Sisitka (2004:1) states that curriculum is closely associated with the defining of frameworks and processes to 'regularise' or 'direct' courses of study (these can take place in schools, in adult education settings, in colleges, or in homes-school programmes). Therefore, curriculum is not limited only to school contexts, but is often associated with the formalising of educational programmes or processes into a 'course of study'. Thus, even though the SANParks EE Policy document is not the main guideline document, people in parks are developing and formulating courses of study applicable to their contexts.

## **2.9 THE DEVELOPMENT OF ENVIRONMENTAL EDUCATION ORIENTATION IN THE NATIONAL SCHOOL CURRICULUM IN RELATION TO ENVIRONMENTAL EDUCATION IN SANPARKS**

In order to understand and support the clause in the SANParks (2005a) policy document of recognising, underscoring and supporting environmental learning in the national school curriculum, it is important to understand how EE developed within the national school curriculum. This would enable a clearer understanding of where SANParks fits in the bigger picture of formal education, and how it could support this national initiative with regards to EE.

The dominant reason used by various sources for the inclusion of EE into education is our constitution, which enshrines the right of every citizen to a healthy environment (South Africa, 1996:10). The South African Government supports Agenda 21, adopted at the United Nations Commission on Environment and Development (UNCED) that states that education is critical for sustainable development (UNCED, 1992, Chapter 36:2 as cited in Janse van Rensburg & Lotz, 1998). Janse van Rensburg and Lotz (1998) further note that this statement was also reflected in the Reconstruction and Development Programme (RDP), which advocated:

...programmes to rekindle our people's love of the land, to increase environmental consciousness amongst our youth, to co-ordinate environmental education policy at all levels, and to empower communities to act on environmental issues and to promote an environmental ethic...

(RDP, 1994 as quoted in Janse van Rensburg & Lotz, 1998, p. 7)

Janse van Rensburg and Lotz (1998) further report that the White Paper on Education and Training also states that:

...environmental education, involving and interdisciplinary, integrated and active approach to learning, must be a vital element to all levels and programmes of the education and training system, in order to create environmentally literate and active citizens and ensure that all South Africans, present and future, enjoy a decent quality of life through the sustainable use of resources.....

(White Paper on Education and Training, 1995, as quoted in Janse van Rensburg & Lotz, 1998, p. 7)

Without dedicated efforts at life-long education across all sectors of the community, including the formal and non-formal education sectors, South Africa would fail to secure a competitive position in the world economy. Moreover, South Africa would fail to secure the sustainable use of its natural resources, which form the basis of the economy and the health of the citizens (Janse van Rensburg & Lotz, 1998). These resolutions need to be built into all programmes of learning, for all phases and levels, and across all learning areas (Janse van Rensburg & Lotz, 1998).

Environmental issues are complex and multi-faceted and every person should engage in the clarification of these issues and contribute towards finding solutions for them (Janse van Rensburg & Lotz, 1998). EE programmes that touch on environmental issues only, would thus be fruitless as it forms part of a network of interactions between social, historical, political, economic and bio-physical components, that is, taking on a holistic approach towards the environment. Education needs to be an on going process of equipping learners, (at whatever level they might be) with knowledge, attitudes, skills and commitment, in order for them to be able to address the socio-ecological issues as they arise and change (Janse van Rensburg & Lotz, 1998). Janse van Rensburg and Lotz (1998) further state that:

Environmental education is thus a process through which we might enable ourselves and future generations to respond to environmental issues in ways that might foster change towards sustainable community life in a healthy environment.

(p. 10)

The development process of the EE discourse within the school curriculum runs parallel with the national trends of the development of EE as a field of practice, the establishment of democracy in South Africa, as well as the development of EE in SANParks. Therefore, it is important for all these processes to be recognised and to be implemented in support of one another.

## **2.10 THE DEVELOPMENT OF ENVIRONMENTAL EDUCATION PROCESSES AT PARK LEVEL AND IN SPECIAL PARTNERSHIP PROGRAMMES**

The Bernstein model provides a tool to look at the production and reproduction of pedagogic discourse, which involves a dynamic process. At park level the official pedagogic discourse (OPD) is recontextualised within the pedagogic recontextualising field (PRF) where a Pedagogic Discourse of Reproduction is created. In the following paragraphs, one of the national parks (GGHNP) is presented as an example, in order to see how a pedagogic discourse of reproduction within EE has developed over a period of historical and institutional development, and how it is ultimately recontextualised into a primary contextualised context within the KIP partnership programme.

### **2.10.1 Environmental education development in Golden Gate Highlands National Park (GGHNP) from 1963 to 2007**

GGHNP was officially proclaimed a National Park on 13 September 1963 (Nasionale Parkeraad, 1964). GGHNP has a long history of park-based over-night EE programmes which dates back to the 1970's. An annual report of 1970 makes mention of an increase in the number of school groups who had visited the Wilgenhof EE Centre, in 1968/1969 it escalated from 580 visitors to 3,197 visitors in 1969/70 (Nasionale Parkeraad, 1970). During the period spanning 1973 to 1979 there were continuous activities, which were reported on under 'Information and Publications', and included slide shows, film shows and guided trails for school groups, and information talks for special interest groups. The annual report of 1979/1980 states that special attention was given to the better utilisation of the Wilgenhof Environmental Education Centre and that educational courses with a conservation focus were conducted there (NPR, 1980). The annual report of 1981/1982 noted that the EE courses appeared to be so popular that the requests from a number of schools had to be declined (Nasionale Parkeraad, 1982).

In 1980, approval was given for the presentation of an educational adventure course at GGHNP (Milne, 1996). The NPB report (1981a) proposed the establishment of educational courses in GGHNP, with an emphasis on the courses which related to the school syllabus for biology and geography. Most of the other existing National Parks at that stage were also presenting some form of 'environmental education' or other.

It was stated in the 1981/1982 annual report that a Youth Symposium took place in October 1981 (NPR, 1982). This was the first symposium of its kind that was conducted on a national basis, and was co-ordinated and presented by GGHNP until 1999.

Constant growth of EE courses in GGHNP was reported on in the annual reports from 1982 to 1985. The 1984/1985 report stated that there was an increase in visiting schools from ten in 1980 to 52 in 1984. It further stated that the EE course was in the process of being adapted to address the need of alignment with syllabi of the different visiting school groups (Nasionale Parkeraad, 1985). In an interview with Symonds of SANParks Head Office, she confirmed that during her period as Head Environmental Educator at GGHNP from 1982 to 1984, programmes and resource materials were linked to the curriculum of schools (personal comment Symonds, 2007). There were 65 primary and secondary school visits during 1986/1987, of which 40% was return visits (Nasionale Parkeraad, 1987). It was also reported in the 1986/1987 annual report that final year students from the Johannesburg College of Education, as well as the Goudstad Education College attended the EE course in 1986 (NPR, 1987). This report further stated that learners from 'Coloured, Indian and Black' schools also attended the EE course for the first time during that year. Another important recording in the 1986/1987 annual report was that teachers from the 'Witwatersrand' who were involved in nature based associations, made contact with the EE centre to gain information of what aspects of the veld could be taught to learners in their school contexts (NPR, 1987).

The 1986/1987 report also recorded that the first 'Black' secondary school from Bophuthatswana attended the annual National Youth Symposium (NYS) of 1986 (NPR, 1987). The annual report of 1990/1991 stated that during that year there were groups from Lesotho that attended the EE course in GGHNP (NPB, 1991). The 1990/1991 annual report further stated that the NYS also hosted a school from Namibia in that year. The 1991/1992 annual report noted that the NYS, which was annually hosted in GGHNP, was regarded as the highlight of the South African EE calendar (Nasionale Parkeraad, 1992).

In 1994, there was a marked change in the format of the Symposium, which included more school groups from neighbouring communities around parks, as well as a change in emphasis – instead of the strong competitive nature from before, the learners' experience of the event became more important (Nasionale Parkeraad, 1994). This was a clear shift

towards the direction that National Parks was moving into, together with the change in government and the establishment of the SE Department within the NPB. It was also noted in the 1996/1997 annual report that a strategic planning workshop on the future of the NYS was held in 1996, during which it was emphasised that the focus of the NYS had shifted from competition to development (NPB, 1997).

In the 1996/1997 annual report, it was also stated that GGHNP had established links with the provincial departments of Education and Nature Conservation to facilitate the development of an integrated EE programme (NPB, 1997). A consultative workshop was conducted in 1996 for teachers from schools across the Free State to identify their needs regarding the implementation of EE in schools (NPB, 1997).

From 1997 to 2001 there was a lull within the EE programmes and processes in GGHNP. This was concurrent with the transition period from the Information and Communication-period to the SE period, which seemed to have caused some confusion through the changed foci that had been brought about by the contemporary SE approach. During this specific period there was also a large turnover of supervisory staff and every other person had an own interpretation and implementation style of what EE was supposed to be. Thus, during these few years, EE in GGHNP gradually drifted into the direction of generalised interpretation and adventure courses. Emphasis on the holistic approach to EE and the recontextualisation of policies and guideline documents (OPD) to a pedagogic discourse of reproduction was limited.

In January 2002, the SANParks EIE Course started in four clusters as a joint effort between the Rhodes University Environmental Education Unit (RUEEU) and SANParks, funded by DANCED. The senior Social Ecologist at that time in Golden Gate was a participant on this course. The course was concluded in July 2002 after an intense training, mentoring and tutoring period. It was an extremely informative course and dedicated programme that required a large deal of commitment (personal comment). The outcomes of this training were directed to address institutional challenges, professional development needs and key outcomes, including identified, tangible outcomes. The participants of this training were able to take on the new challenges and focus areas that SANParks intended to move into with EE.

The general application and implementation of the skills gained during this training were not gauged in this study. It should be stated, however, that due to the participation of the staff member from GGHNP in this programme, it was possible to lay a sound foundation of the holistic approach towards EE. This, in turn, led to the revitalisation and reestablishment of EE processes in GGHNP (personal comment).

From the preceding paragraphs, the notion of the extent and depth of development within the field of practice of EE in SANParks becomes clear. In GGHNP, specifically, progressive growth has occurred within the field of EE in concurrence with national and organisational developments and changes.

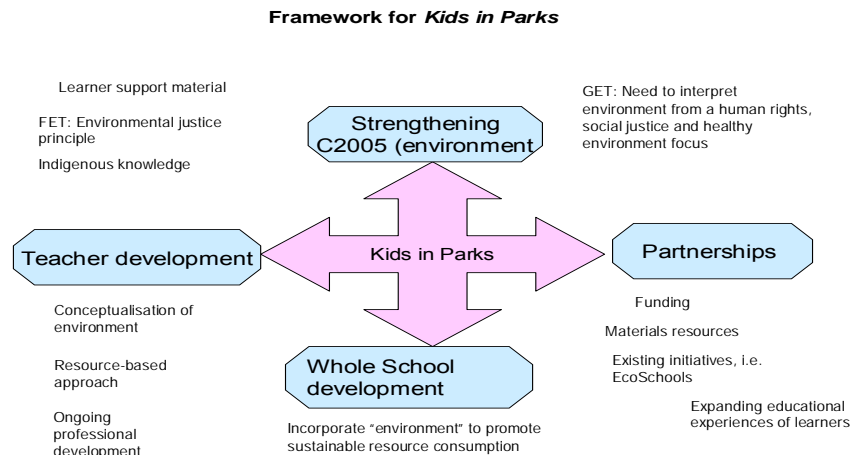
### **2.10.2 The Kids in Parks (KIP) partnership programme**

Succeeding 1994, changes at various levels, especially in the sphere of policies, caused a shift in thinking. We acknowledged that our wealth of environmental assets, which include our rich biological and cultural diversity, create many opportunities for encouraging and establishing sustainable living in healthy environments (SANParks, 2004a). Unfortunately, the translation of the proposed new direction of thinking, doing and putting into practice, has been slow. This resulted in our diverse natural and social capital falling prey to a number of issues and risks, and diminishing the potential for sustainable social and economic development options available particularly to the people bordering our Parks (SANParks, 2004a).

The original funding proposal for the KIP programme (SANParks, 2004a) stated the long-term goal of developing a respect for, and committing to contribute towards conserving and sustaining South Africa's natural and cultural heritage through EE. It envisaged the promotion of this goal by affording previously disadvantaged learners, and their teachers the opportunity to visit 15 of South Africa's National Parks in the proximity of their school communities (SANParks, 2004a). A Memo of Understanding detailed the experience: 50 learners and 2 teachers of each participating school would have the opportunity to enjoy a three day, two night visit in the Park nearest their community. Five parks, and ten schools per park would participate every year, over a three year period. This would bring the number of attending learners to 7 500, and of teachers to 300 (SANParks 2004a & South African National Parks, 2004b). The programme's aim has been to enhance and encourage

access for teachers and learners to National Parks, especially those from disadvantaged backgrounds (SANParks, 2004a).

The key partners involved in the KIP Programme are the Departments of Education (DoE), DEAT, Pick 'n Pay and South African National Parks (SANParks, 2004b).



**Figure 2.2: Diagram of the framework for the Kids in Parks (KIP) programme extracted from the proposal document for the KIP Programme (SANParks, 2004a).**

The educational component of the programme envisaged that the learners and teachers would be introduced to EE processes linked to the national school curriculum (SANParks, 2004a).

The KIP programme gives learners the opportunity to expand their learning environment in a National Park, which, for many of our disadvantaged learners, is a first-time visit to some of our most prized national assets. Ultimately, the experiences allow for education about, in and for the environment. The programme enhances the implementation of environmental and educational policies, through the co-operation and partnerships established. The objectives of the KIP Programme are

- to support the implementation of EE for schools and strengthen environmental learning into the Outcomes-Based Education system;
- to develop, adapt and align learner support material resources for contextual relevance of participating parks, in support of National Curriculum Statement;

- to develop the competence and capacity through EE development workshops for the participating teachers;
- to strengthen school-based environmental management practices to contribute towards the whole school development; and
- to sustain the contact, and to deliver an ongoing support and monitoring programme, by “taking the Parks to the Schools” and the surrounding communities.

Emphasising EE processes for learners as an essential component to achieving the critical outcomes of the learning areas of the school curriculum, the KIP programme also aims to strengthen environmental literacy. This is possible through supporting and strengthening aspects of the National Curriculum Statement (NCS) that is reinforced by the relationship between human rights, inclusivity, a healthy environment and social justice (SANParks, 2004a). This is recognised in the SANParks EE Policy document as well, and thereby the KIP programme is echoing and implementing this aspect of the policy.

The SANParks EE Policy document (SANParks, 2005a), which informed the KIP proposal document, were the first organisational documents in which guideline principles for EE in SANParks were documented in the way they were, that is, with special reference to the alignment with the national school curriculum. However, there has been a strong history of information sharing, awareness creation and support to educational groups through many years, which can be traced back far into the history of SANParks.

## **2.11 THEORETICAL FRAMEWORKS FOR THE INVESTIGATION OF THE DEVELOPMENT OF ENVIRONMENTAL EDUCATION PROCESSES AND POLICY FRAMEWORKS IN SANPARKS**

The theoretical frameworks that were identified for this research study assisted in illustrating the recontextualisation of the EE discourse in SANParks and the contextualisation of EE programmes at park level.

### **2.11.1 Popkewitz’s theory on Modernity and Education**

In the event of looking at aspects of the historical emergence, past practices and the establishment of more structured EE processes in SANParks, I made use of the findings of Popkewitz on modernity and education, where he traced how education emerged as an

integral part of modernity (Popkewitz, 2000). Popkewitz also found that with the advancing project of modernity that set out to do away with ambivalence, education processes developed as socializing processes of self and social control. The similarity drawn between the occurrence defined by Popkewitz and the case in South Africa, was that, in an advancing democracy, through which the constitution was established to do away with ambivalence, policy frameworks were developed which provided parameters for processes of 'self and social control' (personal comment, O'Donoghue, 2007). The everyday ways of 'knowing and doing' receded against modern production and institutional governance (O'Donoghue, 2007). Within the concept of modernity and governance, legislation, communication and education became tools of the modern democratic state institutions through:

- Regulating environmental management;
- Communication campaigns to create awareness and mitigate risk; and
- Education processes to foster learning and change.

Thus, legislation was implemented to regulate, and education was implemented to constitute changing patterns of social and self-control (O'Donoghue, 2007).

These aspects can be taken into account and possible parallels drawn between the rise of education in modernity, and the rise of aligned policies and legislation in the democratic era of South Africa, which also contributed to the establishment of more structured EE processes within SANParks over the past few years.

### **2.11.2 Bernstein's Theory of Recontextualisation**

In order to gain a deeper insight and to explain how regulative acts, constitutional documents, policies and guideline documents are formulated, affected and influenced by processes of recontextualisation and reproduction, this study drew on the work of Bernstein. Bernstein, an educational sociologist, provided some tools to understand how an official policy discourse is converted into 'park programme' practices, or into a pedagogic discourse for SANParks. An adapted form of Bernstein's model of pedagogic discourse was one of the tools used to demonstrate the processes that have taken place within the recontextualisation processes, starting at a national level, translating into organisational policies and ultimately into practices in parks.

Apple (2003) emphasises the fact that there is no simplistic linear model of the formation of policy, its distribution or implementation. Ketlhoilwe (2005 as cited in Ramsarup, 2005, p. 10) further states that policy is not just received and implemented, but that it gets subjected to interpretation and thereafter 'recreation'. Ramsarup (2005, p. 10) also states that Bowe, Ball and G old (1996) support these standpoints by saying that, "practitioners do not confront policy texts as naïve readers, they come with history, with experience, with values and purposes of their own and they have vested interests in the meaning of policy ... policy writers therefore cannot control the meanings of their texts". Taking this into account and linking it with national curricula, Apple (2003) states that national curriculum is "not so much being 'implemented' in schools as being 'recreated', not so much 'reproduced' as 'produced'". The governing body can promote changes in curriculum or policy, but policy and curriculum writers may be unable to control the meanings and implementations of their texts (Apple, 2003). The deduction that can be made is that, "all texts are 'leaky' documents and they are subject to 'recontextualisation' at every stage of the process" (Apple, 2003, p. 14).

Bernstein (1996, p. 47) suggests that pedagogic discourse is a recontextualising principle. He further states that "pedagogic discourse is constructed by a recontextualising principle which selectively appropriates, relocates, refocuses and relates other discourses to constitute its own order".

Singh (2002) reports that Bernstein modelled the macro and micro structuring of knowledge into official, pedagogic and local knowledge. Throughout Bernstein's career, he stayed pre-occupied with "devices of transmission, relays of the symbolic, modalities of practice and the construction and change of forms of consciousness" (Singh, 2002). Singh (2002) further recognises that Bernstein's theoretical project therefore is of great significance to an analysis of the production and reproduction of knowledge via official educational institutions and other learning environments.

Ensor (2004, as cited in Ramsarup, 2005, p. 10) also states that Bernstein's theory provides us with insights into how "dominant ideologies at the macro-level translate to pedagogic discourse at the meso-level and pedagogic practice at the micro-level". Hugo (2004) recognises this process as a descent down the hierarchy, and also refers to Bernstein's way of describing the pedagogic device when interpreting it as follows:

...beginning with how it *distributes* the sacred forms of knowledge, then how it *recontextualises* it downwards into the shadows as thinkable knowledge, and finally how within the profane this recontextualisation is received and *evaluated* ... it is the hierarchical shift downwards from creation to transmission to acquisition, from inspired production to reflective simplification to reproductive acquirement. It is a movement from abstract design to repetitive copy.

(p. 117)

This concept of hierarchy is further emphasised in Apple (2002, p. 613) where he states that according to Bernstein, the “pedagogic device regulates the production of the school curriculum and its transmission, through three types of hierarchically related rules”, namely:

- **Distributive rules** – The distributive principles mediate the social order through distributing different forms of knowledge and consciousness to diverse social groups. While these rules represent the guiding principles of the state formation, they are not singly determined by the ruling party as other opposing forces always challenge these principles (Bernstein, 1990 as cited in Apple, 2002, p. 613). Thus, the function of the distributive rules is to regulate the power relationships between social groups, by distributing different forms of knowledge and thereby establishing different orientations to meaning, or pedagogic identities (Singh, 2002);
- **Recontextualising rules** – This is where the pedagogic discourse becomes evident and where the recontextualising rules regulate the formation of specific pedagogic discourse (Singh, 2002, p. 573). These rules make up the curriculum by selectively displacing discourses from the primary contexts, where knowledge is originally produced, and then relocating and refocusing the knowledge into the secondary context to form the pedagogic text. When recontextualisation takes place, the discourses at hand are transformed by the rules in the secondary context – the place where the moved discourse is reconstructed as a pedagogic text. Seen in this light, the pedagogic text will never be identical to the discourses from which it is produced (Bernstein, 1990, pp. 46-47 as cited in Apple, 2002, p. 613). In other words, the recontextualised discourse no longer resembles the original, because it has been pedagogised or changed into pedagogic discourse (Singh, 2002, p. 573); and
- **Evaluative rules** – The evaluative rules constitute and construct pedagogic practice (Singh, 2002, p. 573). Thus can be said that evaluative rules are concerned with recognising what counts as valid acquirement of the curricular content (instructional) and the social conduct, character and manner (regulative) texts (Singh, 2002, p. 573).

These rules are hierarchically related in the sense that the recontextualising rules are derived from the distributive rules and the evaluative rules are derived from the recontextualising rules. There is therefore a necessary inter-relationship between these rules, as well as power relationships between them (Singh, 2002).

Apple (2003, p. 16) reports that Bernstein makes us aware that when we talk about educational change, there are three fields that we must be concerned about. “Each field has its own rules of access, regulation, privilege and special interests” (Apple, 2003, p. 16):

- The *‘field of production’* – where new knowledge is formulated and constructed;
- The *‘field of recontextualisation’* where discourses from the field of production are appropriated and then transformed into pedagogic discourse and recommendations; and
- The *‘field of reproduction’* where pedagogy and curriculum are actually enacted in school and where recontextualised discourses are transformed for a second time for general utilisation (Apple, 2003, p. 16, Ramsarup, 2005, p. 11).

The appropriation and recontextualisation of knowledge for educational purposes are directed by two sets of principles which is the *de-location* principle that implies that there is a selective appropriation of knowledge and discourse from the field of production, and the *relocation* principle that emphasises the fact that when knowledge and discourse from the field of production is drawn into the recontextualising field, it is subject to ideological transformations as a result of the variety of specialised and/or political interests whose conflicts add to the structuring of the recontextualising field (Apple, 2003).

Bernstein’s model (figure 2.3) of pedagogic discourse is a useful tool that can be used to illustrate the multiple and complex relations that work together within the production and reproduction of pedagogic discourse in the different fields (Bernstein, 1990). This model of Bernstein (1990) gives an overall perspective of Bernstein’s theory. To make it applicable and adaptable to the development of the pedagogic discourse within SANParks, I adapted the model of Bernstein (1990, p. 197) to illustrate the process as perceived taking place in the case of SANParks.

The developments of discourse from the primary to the secondary context are regulated by the recontextualising context (Apple, 2002, p. 613). There are two main fields within the

recontextualising context, referred to as the ORF where OPD is produced, and the PRF where the non-official pedagogic discourse is created (Apple, 2002, p. 613). The existence of the PRF together with the presence of the unofficial elements of the ORF strongly indicates that the governing body can never monopolise power in curriculum production.

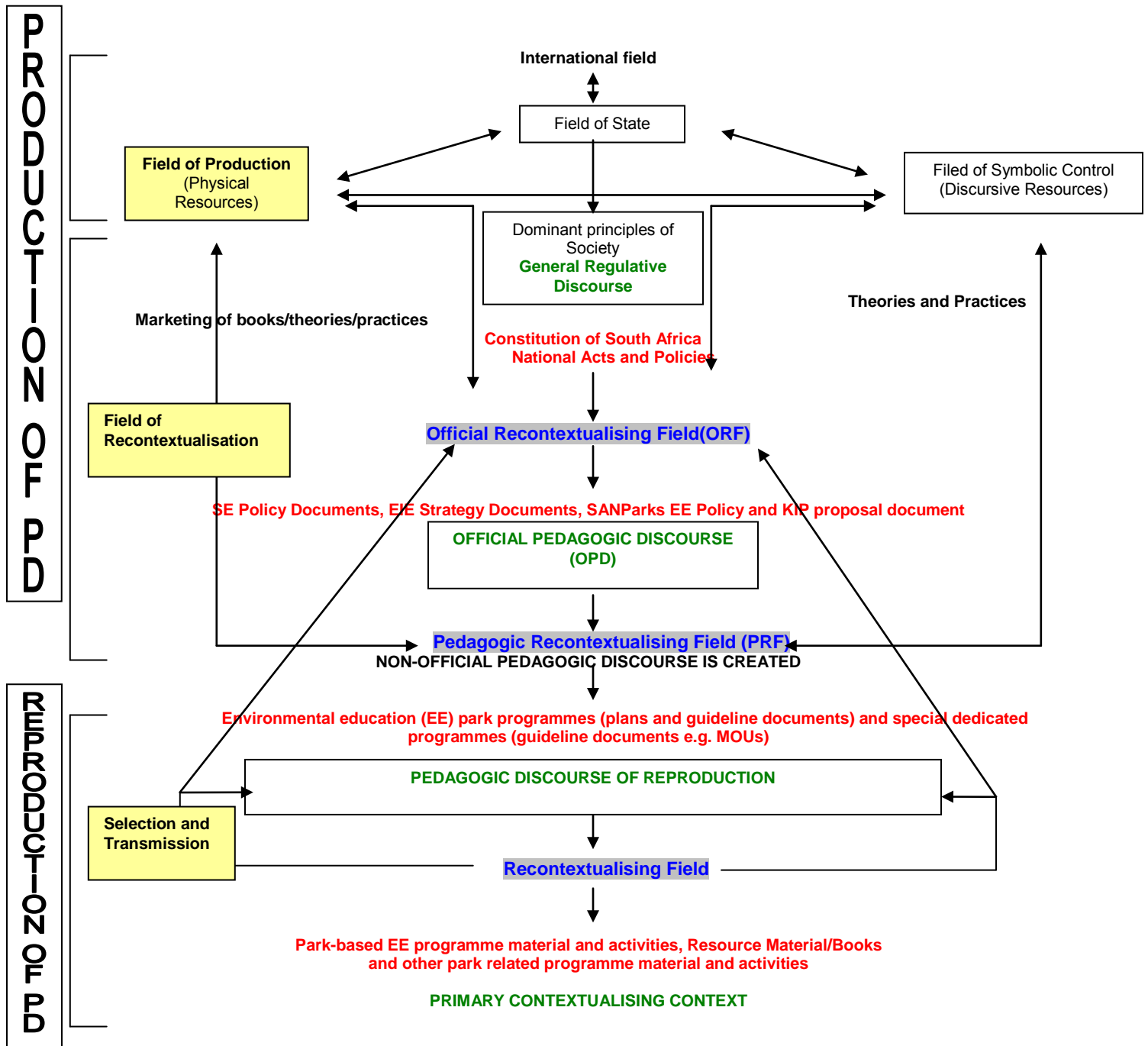


Figure 2.3: Adapted version of Bernstein’s model of pedagogic discourse, explaining the process of recontextualisation that took place in the study (Adapted from Bernstein, 1990)

Bernstein's (1990) model as illustrated in figure 3, shows that the production of OPD, results from complex relationships in the generative and recontextualising levels of the general regulative discourse. The general regulative discourse consists of the 'dominant principles of a society' and is created as a result of the influences "...between the State field, and the fields of production (physical resources) and the symbolic control (discursive resources)" (Neves & Morais, 2001, p. 225, Ramsarup, 2005, p. 11).

The OPD is not the direct result of the dominant principles of society as these principles undergo a recontextualising process (Neves & Morais, 2001, p. 225).

Within this recontextualising process, two fields intervene directly, being the ORF that is directly controlled by the State, and the PRF (Neves & Morais, 2001, pp. 225-226). Both the fields of intervention are influenced by the fields of production and symbolic control, and their main cause is defining the 'what' and the 'how' of pedagogic discourse (Neves & Morais, 2001, pp. 225-226).

Neves and Morais (2001) further state that when pedagogic discourses, produced at the level of the official and pedagogic recontextualising fields, are incorporated and developed into pedagogy at the transmission level, they can still undergo a recontextualising process, depending on the specific context of each school/park or community, and the pedagogic practice of every teacher/'park practitioner' (Neves & Morais, 2001, p. 226).

Neves (2002, as cited in Ramsarup, 2005, p. 13) explains that by applying Bernstein's ideas, the text of any curriculum (in the case of SANParks it is policy, strategy and project documents) represents the OPD and is produced in the official recontextualising field. This is a result of multiple influences by state, symbolic control and economy in conjunction with international influences. When text is used, it is subject to recontextualisation in the PRF, where, for example, textbooks or professional development programmes are constructed (in the case of SANParks, EE park plans, programme guideline documents, resource material and partnership or special project documents, for example, Memorandums of Understanding). These are further transformed by the pedagogic discourse of reproduction (PDR). The curriculum text (OPD), as well as the 'textbook' text (PDR) are recontextualised in the reproduction context and this occurs at the level of the teacher's/park practitioner's pedagogic practice in the classroom/park context (Ramsarup, 2005, p. 13).

### **2.11.3 Cornbleth's approach of 'curriculum in context' – a theoretical framework for investigating 'curriculum in practice'**

Shirley Grundy (1987) and Catherine Cornbleth (1991), who were both critical curriculum scholars critiqued the 'rationalist/instrumentalist' models of curriculum in the sense that these models assumed that objective driven curricula leads to behaviour change. They presented curriculum as a contextualised social process and emphasised the cultural, social and historical dimensions of curricula, rather than objectives (Lotz-Sisitka, 2004).

Grundy and Cornbleth's views were that they were more concerned about the experiences learners were having with the curriculum rather than just the 'outcomes' or products of the curriculum (Lotz-Sisitka, 2004). The model that they were proposing was much more 'process' oriented and less 'product' centred. This could also be described as a cultural, experiential narrative (Lotz-Sisitka, 2004). After three different encounters where Cornbleth (1991) became discouraged by the outcomes of curriculum development, research and implementation, she sought alternative approaches. Cornbleth (1991, p. 6) illustrates two themes on curriculum and curriculum change:

- curriculum is envisaged as what actually happens in 'practice', which means that it is an ongoing social process characterised by interactions involving students, teachers, knowledge and milieu; and
- curriculum (as practice) cannot be understood properly or changed significantly without the necessary attention given to setting or context.

Cornbleth (1991, p. 6) further states that curriculum is contextually shaped and the relevant context is both structural and socio-cultural.

An introduction to Cornbleth's curriculum view is:

How we conceive of curriculum and curriculum making is important because our conceptions and ways of reasoning about curriculum reflect and shape how we see, think and talk about, study and act on the education made available to students. Our curriculum conceptions, ways of reasoning and practice can not be value free or neutral. They necessarily reflect our assumptions about the world, even if those assumptions remain implicit and unexamined. Further, concern with conceptions is not 'merely theoretical'. Conceptions emerge from and enter into practice.

(Cornbleth, 1991)

In Cornbleth's publication *Curriculum in Context (1991)* she shows how the settings or conditions of classroom teaching and learning, influence what is taught, how it is taught and to whom it is taught, in other words, curriculum-in-use.

Her purpose in looking at curriculum in context was to explore what a critical perspective would mean for curriculum construction and change efforts, as well as for curriculum studies as an area of inquiry and advocacy. It reflected on what was in existence and contributed towards changing views of curriculum. It was an expression of its time and place and a detailed description of an alternative conceptual framework for future curriculum work.

By using the theory and themes suggested by Cornbleth, I will expand my investigation into aspects of the SANParks curriculum development and practice to see in what way curriculum processes and/or a curriculum framework have unfolded regarding the pedagogic discourse.

## **2.12 CONCLUSION**

To develop an understanding of where EE in SANParks originated and how it developed alongside many changing processes over time, I needed to formulate an overview of the context in which all this has taken place. This chapter has outlined the historical background and timeline of the EE discourse within SANParks with special reference to policy framework development.

During the period in the 1970's and 1980's that EE was developing rapidly on an international and national front, South Africa as a country was also in the fast lane of developing towards a democracy. In the established democracy of 1994, the constitution gave rise to a range of acts and policies. It was also during this time that policy frameworks within SANParks emerged rapidly. This included the policies and guideline documents for EE where education interventions were shaped and 'tabled' (personal comment, O'Donoghue, 2007). I use the findings of Popkewitz on how education emerged as an integral part of modernity (Popkewitz, 2000) to draw a parallel between the processes of development within the historical context of South Africa, and SANParks as an organisation, which gave rise to more structured processes and policy frameworks.

Bernstein's model will be used as a tool to look at the recontextualising processes that have spiralled down from the 'State Field' to where policies and other guideline documents are put into practice in park-based programmes. This process has been strongly linked to the political changes within the country. How the processes of recontextualisation have taken place within the ORF and the PRF will only be determined through evidence of what is happening in practice. SANParks falls into the non-formal sector of education, where the areas as they are defined within the formal education sector, are often less distinguishable. Nevertheless, there are clear indications of how Bernstein's model of pedagogic discourse can be applied as a useful tool to explain/illustrate the recontextualisation processes that take place within the ORF, creating the OPD. It furthermore serves to illustrate the recontextualisation processes in the PRF where a pedagogic discourse of reproduction is created. It is also evident that the development of the EE discourse (within SANParks) in relation to the OPD is not fixed or stable, but can shift and change in terms of the development of the organisation and external influences from 'state' side. In cases where recontextualisation in PRF appears weak, clear signs exist that there have been continuous attempts in keeping the EE discourse alive, despite institutional changes and challenges.

Cornbleth's theory will be used to look at how the EE 'curriculum' is implemented at park level and in what way it is contextualised.

This research study is seeking an understanding of where EE as a field of practice currently finds itself in SANParks in terms of policy frameworks, and what direction it is developing towards. This includes the recontextualising of the EE discourse that has been in development over several decades. To come to understand how the EE discourses are progressing and how the policy interpretations (recontextualising processes) are developing, the focus will be on the historical development process, as well as a number of cases of EE practices in a number of parks. With the assistance of the identified theoretical frameworks, I will attempt to reach some sound deductions and conclusions.

In the following chapter I discuss the methodology of the research study.

## CHAPTER 3: RESEARCH METHODOLOGY

### 3.1 INTRODUCTION

This chapter outlines the data generating methods that were used to address the research question. As stated earlier, the research focus is on the development of EE in SANParks with special reference to how policy is implemented and the National Curriculum Statement (NCS) reflected. In order to inform the research question, I formulated four goals (see section 1.4) to guide a four-stage research process (see section 3.4).

### 3.2 RESEARCH ORIENTATION

The method and design of this study was framed as an interpretative, multiple case study. Yin (2003) describes a case study as an enquiry in the real life context. The design of the study also reflected more of an interest in contextual meaning-making as generalised rules (Janse van Rensburg, 2001). The methodological approach within the study intended to be interactional, interpretative and qualitative (Janse van Rensburg, 2001), that is, through interpretation of certain documents, interviews, questionnaires, observations and resource materials, I was able to make an in depth study of the SANParks' EE policy, EE practices in park contexts and curriculum alignment.

Connole (1998) states that the interpretative perspective of a research study places primary emphasis on the process of understanding, and from this, the researcher can identify patterns of meaning. This framework also assumes that there are multiple realities that will require multiple methods for understanding them (Connole, 1998, Janse van Rensburg, 2001).

In the attempt of researching how the SANParks EE Policy and park-based programmes are reflecting the national policies, for example, the NCS, and how people are viewing the EE discourse in SANParks, the research intends to inform the review process of the SANParks EE Policy. This encourages engagement with policies and guideline documents and serves to enlighten and inform the process of recontextualisation of national policy frameworks into the SANParks EE Policy and park-based programmes. It reflects a strong

link between the research intention and the interpretative orientation of the research project (Ramsarup, 2005).

The knowledge interest of the research was partially technical, which means that it could serve to inform interventions. However, the main purpose is to develop a deeper understanding of how EE in SANParks has developed as a field of practice and how the official pedagogic discourse (OPD) in SANParks (EE related policies and other guideline documents) is recontextualised at park level in alignment with the national school curriculum.

The ontology of the research was based on the internal reality of personal subjective experiences, that is, what meaning people make of the phenomena. The epistemology of the research (the knowledge generated by the research) was constructed by individuals and groups, in interaction with each other and through 'language' (Janse van Rensburg, 2001).

### **3.3 DESCRIPTION OF THE RESEARCH PROCESS**

The research can be described as an educational case study, which is an empirical enquiry conducted within a localised boundary of space and time (in selected parks over an eight month period). It is a study into interesting aspects of an educational activity in its natural context (the status of park-based programmes in terms of the SANParks' EE Policy), the purpose of which is to inform the opinions and decisions of practitioners or policy-makers (Bassey, 1999:58). The data was collected to enable the researcher:

- to explore significant characteristics of the case;
- to create credible interpretations of what was found;
- to test for trustworthiness of the interpretations;
- to construct a worthwhile line of argument;
- to link or relate the argument to other relevant research in the literature;
- to convincingly convey the argument to an audience; and
- to create an audit trail through which other researchers could validate or challenge findings or come up with alternative arguments (Bassey, 1999:64).

Bassey (1999) suggests that at least three types of educational case studies can be formulated, namely:

- *Theory-seeking and theory-testing case studies* – particular studies of general issues;
- *Story-telling and picture drawing case studies* – narrative stories and descriptive accounts of educational occurrences which are told to interested audiences after analysis; and
- *Evaluative case studies* – which are enquiries into ‘educational’ occurrences, such as policies and programmes in this case, to determine their worthwhileness as assessed by the researcher and then conveyed to interested audiences.

The research was developed as a multiple-case design wherein the identified areas (EE development in SANParks and park-based programmes) were the subjects of individual case studies. The research included these cases as studies in a larger whole (Yin, 2003:46), with SANParks as the agency working with other national policy frameworks, such as the NCS in its park-based programmes for schools.

### 3.4 DATA GENERATION TECHNIQUES

The decisions taken on what data collecting techniques were needed to gather the relevant data, were based on the goals that were set for the research project (see section 1.4).

In order to create a holistic picture of the data techniques applied to gather data that would inform the research goals, a table was compiled (table 3.1).

**Table 3.1: Research goals and data generation techniques**

Research Goal	Data Generating Techniques
To investigate the historical development of environmental education (EE) in SANParks in relation to national and or ganisational policy frameworks.	<p><b>Document Analysis:</b></p> <ul style="list-style-type: none"> <li>• SANParks EIE Strategy (2000)</li> <li>• Social Ecology Policy for SANParks (2001)</li> <li>• SANParks EIE Strategy (2002)</li> <li>• Social Ecology Policy for SANParks (2002)</li> <li>• Kids in Parks (KIP) Proposal Document (2004)</li> <li>• SANParks EE Policy (2005)</li> </ul> <p><b>Interviews:</b></p>

	<p>4 x Head Office Staff Interviews</p> <p>*This data is discussed in chapter 4.</p>
<p>To gather data on how Park Management and People and Conservation (P&amp;C) practitioners are implementing the policy in park-based programmes</p>	<p><b>Questionnaires:</b></p> <ul style="list-style-type: none"> <li>• Regional Managers,</li> <li>• Park Managers,</li> <li>• Regional Co-ordinators and,</li> <li>• Park Practitioners</li> </ul> <p><b>Workshop</b></p> <ul style="list-style-type: none"> <li>• Analysis of the Review Report of the KIP programme</li> </ul> <p><b>Interviews and Park-based visits:</b></p> <ul style="list-style-type: none"> <li>• Park Practitioners – Camdeboo - Addo</li> </ul> <p><b>Observations</b></p> <p>*This data is captured in <b>Appendix A</b>, attached as a case record and referred to in chapter 5.</p>
<p>To examine EE practices and resources in parks in terms the current EE policy and the alignment of EE programmes with the national school curriculum</p>	<p><b>Workshop</b></p> <ul style="list-style-type: none"> <li>• Analysis of Workshop Questionnaires – KIP Curriculum Introduction Workshop</li> </ul> <p><b>Document Analysis</b> of Park-based EE Resource Materials</p> <ul style="list-style-type: none"> <li>▪ Table Mountain National Park</li> <li>▪ Namaqua National Park</li> <li>▪ Augrabies Falls National Park</li> <li>▪ Camdeboo National Park</li> <li>▪ Addo Elephant National Park</li> <li>▪ Golden Gate Highlands National Park</li> <li>▪ Kgalagadi Transfrontier Park</li> </ul> <p>*This data is captured in <b>Appendix B</b>, attached as a case record and referred to in chapter 5.</p>
<p>To investigate the use of the SANParks EE policy, EIE Strategy Documents and other guideline documents in relation to partnership programmes like the KIP programme in Golden Gate Highlands National Park</p>	<p><b>Document Analysis</b></p> <ul style="list-style-type: none"> <li>• Golden Gate (GG) KIP Report 2005, 2006, 2007</li> <li>• GG KIP Resource Pack 2005</li> <li>• GG KIP Resource Pack 2006/2007</li> </ul> <p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>• KIP programme 2007 – Golden Gate <ul style="list-style-type: none"> <li>▪ Teacher Workshop Observation</li> <li>▪ Teacher Evaluation Forms</li> <li>▪ School Visit Observation</li> <li>▪ School Visit Evaluation Forms completed by Educators</li> <li>▪ School Visit Evaluation Forms completed by Golden Gate Highlands National Park Staff (Park Practitioners)</li> </ul> </li> </ul> <p>*This data is captured in <b>Appendix C</b>, attached as a case record and referred to in chapter 5.</p>

A fieldwork toolkit was designed to create a framework for the fieldwork research to be initiated and managed. This initial planning also enabled me to communicate a framework of my research plan to the Director and General Manager of the People and Conservation (P&C) Directorate. I was able to inform them about what I intended to do within this research field and who I was going to approach. It was a measure that I put into place to enable colleagues to make inputs, give advice, direct and grant the go-ahead for my plans. This ensured that I would be operating within an approved and confirmed framework, familiar to my corporate colleagues within the Directorate of P&C. The General Manager, P&C discussed my fieldwork toolkit with me and suggested a few changes in the questionnaires. The fieldwork toolkit included a document explaining the background of the research, interview schedules, questionnaires, an observation indication, and a listing of current practices to be investigated. In the light of the fact that park-based staff fall under the line function of the Parks Directorate, the Regional Manager of the Northern Cluster of Parks, as well as the Park Manager of Golden Gate Highlands National Park (GGHNP) were informed of the planned research process so that they would have a comprehensive understanding of the extent and intention of the research field. After sharing the research information with the applicable staff structures, the actual fieldwork of gathering data was initiated.

As data were collected through the application of the indicated data generating techniques, preliminary analysis informed a further round of data generation, in order to create and facilitate an ongoing process of focusing during the research progression (Ramsarup, 2005).

### **3.4.1 Document Analysis**

The choice of documents that needed analysis was initiated by listing all documents that appeared 'authentic' and relevant to the specific field of the study area. This list mainly included official documents, for example, policy and strategy documents and a number of less formal documents, for example, park programme related reports of various kinds (Ferriera, Mouton, Puth, Schurink & Schurink, 1988). It became clear in the selection of appropriate documents for analysis that access to primary source documents was important as they were more trustworthy and accurate (Cohen, Manion & Morrison, 2005, p. 161). It also became evident in the study that working with primary sources helped to

provide contextual information, which was essential to establish meaning (Irwin, 2001). Documents included correspondence/letters, policy documents, proposals, archive files and reports. The analysis of these documents was used to compile the questionnaires, interviews and the observations in the study, as well as to develop a holistic understanding of the EE discourse to guide the rest of the study. The main documents that were analysed in relation to the historical development of EE in SANParks were the organisational policy and guideline documents:

- SANParks Strategy for EIE (2000);
- Social Ecology Policy for SANParks (2001);
- SANParks Social Ecology Policy (2002);
- SANParks EIE Strategy Second Draft (2002);
- Proposal Document for the Kids in Parks (KIP) programme (2004); and
- SANParks EE Policy Document (2005).

Other park related programme and resource documents that informed the park-based contexts were:

- Golden Gate KIP Reports for 2005, 2006 and 2007;
- Curriculum aligned Resources for the KIP programme and other park-based EE resource materials that are currently used in park-based EE programmes; and
- Review Report of the KIP programme.

### **3.4.2 Questionnaires**

A questionnaire is defined as a “set of questions on a form which is completed by a respondent in respect of a research project” (De Vos, Fouche, Poggenpoel, Schurink & Strydom, 1998). The questionnaires used in the study were a combination of open questions to acquire comments on the topic, closed questions to confirm certain assumptions, as well as statements on which respondents were requested to react (De Vos et al., 1998).

The basic objectives of such questionnaires were to obtain facts and opinions from the different participants in the multiple case studies who were informed of the particular issue. This served to build up a basic foundation of knowledge to base the follow-up interviews on. In SANParks, the target group for the questionnaires included, firstly, the five Regional

Managers, who manage the clusters of parks, that is, the Cape Cluster, the Arid Cluster, the Garden Route Cluster, the Frontier Cluster, and the Northern Cluster. Secondly, it includes the Park Managers in whose parks EE programmes are presented and who act as the line managers and supervisors of EE practitioners in parks. Lastly, it includes the Regional P&C Co-ordinators, who support the implementation of P&C related programmes in the “clusters”, as they recognise the importance of EE at park level.

Specifically designed questionnaires (see appendix D) were sent out to the five Cluster Managers, and to 18 Park Managers where EE programmes are conducted. These were compiled in such a manner that it was easy and quick for these managers to complete. Each manager received a separate request, a name was included, as well as a short explanation of why the request targeted them specifically (see appendix E). The request was sent to specific individuals in order to get a direct, and not a delegated or generalised response.

A more comprehensive questionnaire was sent to three P&C Regional Co-ordinators, as well eight P&C park practitioners in order to get a clearer picture of implementation on the ground (see appendix F).

### **3.4.3 Interviews**

Koul (1984) describes interviews as a tool for gathering data through conversation between the researcher and the researched. Lupele (2002) states that whilst the most common form of interviews involves individual, face to face verbal interchange, interviews can also take the form of face-to-face group interchange, mailed or self-administered questionnaires, and telephone surveys. Semi-structured interviews were compiled for the case studies where relevant questions were prepared, related to the connection of the interviewee to the study area. Semi-structured interviews establish the point of departure of the conversation and enable the interviewer to direct the interview even if it is not formally structured. The interviews were guided conversations rather than structured queries (Yin, 2003). Interview schedules with different interest foci were compiled to gather information at Head Office level regarding the policy and other programme documents, and information from a historical development perspective to enlighten the growth of EE in SANParks as a field of practice. Two more interviews were conducted with a Regional Co-ordinator for P&C, and a

senior P&C officer at park level to shed light on park-based activities in the different regions and in parks.

Interview schedules were compiled before the interviews were conducted. The interviews were all semi-structured interviews, which gave it a conversational point of departure, but enabled the interviewer to direct the interview even if it was not formally structured. I interviewed six SANParks staff members:

- The SANParks General Manager, People and Conservation (see appendix G for interview schedule with transcription);
- The SANParks Manager, Environmental Education;
- The SANParks Manager, Social Science Research;
- The SANParks Manager, Community-based Conservation;
- The Regional Co-ordinator, People and Conservation for the Frontier Cluster (see appendix H for interview schedule with transcription); and
- The People and Conservation Officer in Camdeboo National Park.

During the process of securing appointments with the interviewees, they were given the option to have insight into the interview schedules beforehand. In three of the cases the interview schedules were sent to the interviewees in order for them to acquaint themselves with the questions and to prepare relevant responses. This possibly contributed to a more relaxed, and open response by the interviewees.

All the interviews were recorded and then transcribed, which prompted comprehensive and detailed information conveyance by all interviewees. The method used was very time consuming, but provided trustworthy information. It was a challenge to sieve through the detailed information to determine what information was relevant to the research question and appropriate to the research study.

#### **3.4.4 Workshop Deliberations**

In the process of reviewing and reflecting on the past two year implementation phase of the special access programme of Kids in Parks, a workshop was scheduled in May 2007 to look at the different implementation aspects of this partnership programme. This workshop was not originally part of the scheduled fieldwork plan that was compiled for the research

project, but it provided a whole lot of relevant information to the research topic, by participating in the workshop as a presenter, as well as a participant, and by contributing to the compilation of the Workshop Report.

The main objective of the review workshop was to develop a shared understanding of how the programme was developing in terms of its core objectives which focused strongly on, and linked to the EE objectives of SANParks. It clearly reflected linkages to the national school curriculum as well. In the light of my field of research in investigating aspects of the SANParks EE policy, which reflects a commitment to develop programmes in support of the school curriculum, this workshop provided an ideal opportunity to investigate how park practitioners, who were implementing the KIP programme, were interacting with the policy and programme objectives. P&C practitioners in all the implementing parks received pre-workshop questionnaires, the purpose of which was to get an indication of what people's knowledge and understanding and interpretation was of the guideline documents, with specific reference to the KIP programme. Furthermore, it was hoped that this would stimulate and direct the workshop discussions. The information derived from these pre-workshop questionnaires clearly steered the deliberations of the workshop and informed the outcomes thereof in terms of some shortcomings and lessons learnt from the Kids in Parks partnership programme. The knowledge and involvement portrayed by P&C park practitioners regarding the implementation of the SANParks EE objectives and KIP objectives in the questionnaires, added to an extended understanding of what its status was at park-based level. Information presentations, brainstorming sessions and discussions constituted a great deal of the workshop programme, making it a participatory learning meeting that empowered people through active sharing of knowledge, skills and experience (Fleming, as cited in Kachilonda, 2004).

From deliberations and recommendations of the review workshop in May 2007, a follow-up workshop was scheduled for August 2007, which concentrated on the introduction of the NCS to P&C park practitioners. It emphasised the 'position' of 'Environment' in the curriculum and how the curriculum statements can be linked to park programmes and programme objectives. This workshop was also preceded by another questionnaire, which shed further light on peoples' exposure to curriculum related training and ways in which this has been contextually introduced and integrated in park programmes. This workshop also was not pre-planned in my research fieldwork plan, but once again, as a participant, there was useful and applicable information that emerged from the proceedings of this workshop,

as the issues that were addressed, were closely related to the topic of the research investigation. The research study included selected information. The researcher attended this workshop as a participant and observer. The structure of the workshop mainly entailed group discussions; groups captured their thoughts and discussions on flip chart papers and shared it with the rest of the participants. The analysis of the pre-workshop questionnaires formed the main source of information utilised and further highlighted the status of EE practices and resources in parks in relation to the current EE policy and the alignment with the school curriculum.

### **3.4.5 Observations**

Descriptions from observations should be actual, factual and thorough (Patton, 1990). Lupele (2002) notes that he used the technique of observation to triangulate and validate data from other sources and methods. Denzin and Lincoln (2000) state that observation is an omnibus-field strategy, as it simultaneously combines document analysis, the interviewing of respondents and informants, direct participation and observation, and introspection. Observational data is appealing as it affords one the opportunity to gather 'live' data from 'live' situations (Cohen, Manion & Morrison, 2005). In this case the researcher is able to look at what is taking place for real, that is, data collection is not second hand-based (Patton, 1990, p. 203). Cohen et al (2005) also state that observations enable the researcher "... to understand the context of the programme, to be open-ended and inductive, to see things that might otherwise be unconsciously missed, to discover things that participants might not freely talk about in interview situations, to move beyond perception-based data (for example, opinions in interviews), and to access personal knowledge." As observations are less predictable, this form of data collection holds a degree of 'freshness' to it, that is often missed in other forms of data collection (Cohen et al, 2005).

Site visits to selected parks enabled observations of programmes. Field notes and photographs served to document the observations for data analysis.

During the site visit to Addo Elephant National Park, an interview was conducted with the manager of the P&C Department in the park who also acts as the Regional Co-ordinator for P&C in the Frontier Cluster. After the interview, the researcher visited the school group from La Trobe Primary School, who was participating in the KIP programme at the Addo-

Zuurberg Mountain Resort. This observation was set out as a naturalistic observation, done in its natural context (Ramsarup, 2005).

A site visit was made to Camdeboo National Park to interview the P&C Officer of the park, who, at the time, managed the Goldfields Environmental Education Centre, and conducted all EE programmes in the park. The main aim of this visit was to investigate the extent to which programmes and programme material are used in the park.

As I am currently resident in GGHNP in the position of Regional Co-ordinator for the Northern Cluster and directly oversee the P&C Department in GGHNP, I am responsible for, and involved in the development and the conducting of all EE programmes in the park. During the KIP Programme of 2007, I observed the Teachers Pre-Visit Workshop (for the KIP Programme), as well as the school visits of the (Kids in Parks) groups that visited GGHNP during July and August 2007. In order to consolidate the feedback on the activities and experiences of the Teachers Workshop, as well as the KIP school programme visits, I made use of evaluation forms that were completed by the educators at the end of their visits. This enabled me to compare the observational notes and photos that I had gathered and to get objective feedback from the participants on their exposure and experience during their visits.

### **3.5 DATA ANALYSIS**

Data analysis involves organising, accounting for and explaining the data that has been collected – making sense of the data in terms of contributions and definitions made by participants, the noting of patterns, identifying of themes, categories and regularities (Cohen, Manion & Morrison, 2005).

The data that was collected according to the original plan, turned out to be vast and bulky. To enable me to clump the data together and to keep clear links with the research goals, the data was organised into two analytical memos and three synopsis reports. The two analytical memos were compiled from the Head Office interviews and the document analysis of the organisational policy and guideline documents. These relate to the first research goal and form the core of the discussion in chapter 4. The three synopsis reports were compiled of data that was collected at a practical park level and are discussed in case records 1, 2 and 3 that are attached to the dissertation as appendices A, B and C. These

appendices represent the information compiled, in order to address the remaining research goals, and are referred to in chapter 5.

Both the analytical memos' themes are linked to the historical development of EE in SANParks in terms of staff narratives and organisational documents. A number of main categories were identified that enabled me to compile the analytical memos as illustrated in the table 3.2 below.

**Table 3.2: A summary of the analytical memos and main categories of the data**

Themes of Analytical Memos	Category
<p><b>Analytical Memo 1 (AM1):</b> The historical development of EE in SANParks in terms of staff narratives (<b>Head Office Interviews</b> – see example of interview schedule in appendix J)</p>	<ul style="list-style-type: none"> <li>▪ The historical development of EE on the national and international front</li> <li>▪ Emergence and development of EE as focus area in SANParks</li> <li>▪ Development of EE policy and related guideline documents</li> <li>▪ The growth from Social Ecology (SE) to P&amp;C in SANParks in relation to EE development</li> <li>▪ Development of curriculum linked EE programmes in SANParks</li> <li>▪ Development of curriculum linked learning support materials within EE programmes in SANParks</li> <li>▪ Staff training as part of the development of EE in SANParks</li> <li>▪ Restrictions and challenges that delayed the EE development processes and implementation in SANParks               <ul style="list-style-type: none"> <li>◦ General aspects</li> <li>◦ Staff component</li> <li>◦ Park Contexts</li> </ul> </li> </ul>
<p><b>Analytical Memo 2 (AM2):</b> The Historical emergence of EE in SANParks in organisational policy and guideline documents with special reference to the school curriculum (<b>Document Analysis of 6 organisational policy related documents</b>)</p>	<ul style="list-style-type: none"> <li>▪ Same categories applied as in analytical memo 1.</li> </ul>

The three synopsis reports informed the three case records (case records 1, 2 and 3), and are referenced in chapter 5. The case records are attached to the dissertation as appendices A, B and C. Table 3.3 summarises the themes of the synopsis reports and refers to the data sources that were used to collect the information.

**Table 3.3: A summary of the synopsis reports and their content**

<b>Theme of Synopsis Report</b>	<b>Data Sources</b>
<b>Synopsis Report 1 (SR1):</b> The knowledge and implementation of policy objectives in EE programmes at park level, with reference to the alignment thereof with the school curriculum	<ul style="list-style-type: none"> <li>▪ Questionnaire responses from Regional Managers, Park Managers, and P &amp; C coordinators &amp; practitioners</li> <li>▪ Analysis of the Review Report of Kids in Parks (KIP) programme. Interviews and Park-based visits to park practitioners in Camdeboo and Addo</li> </ul>
<b>Synopsis Report 2 (SR2):</b> A synthesis of park resources and practices (see example of synopsis report in appendix K)	<ul style="list-style-type: none"> <li>▪ Analysis of Workshop Questionnaires of the KIP Curriculum Introduction Workshop</li> <li>▪ Analysis of Park-based EE Resource Materials</li> </ul>
<b>Synopsis Report 3 (SR3):</b> Programme practices in Golden Gate Highlands National Park (GGHNP) with special reference to the KIP partnership programme	<ul style="list-style-type: none"> <li>▪ Document Analysis of GGHNP's park related programme documents</li> <li>▪ Observation of the KIP programme in GGHNP</li> </ul>

For a convenient reference back to the data sources and documents, a summary of the sources, their concurrent codes, as well as the dates on which the data was retrieved is illustrated in the table below:

**Table 3.4: Summary of the data sources, codes and relevant dates**

<b>DATA REFERENCE</b>	<b>EXPLANATION</b>	<b>CODE</b>	<b>DATE</b>
<b>Analytical Memos 1&amp;2 (AM 1 &amp; 2)</b>	SANParks EE Policy (2005)	EEPOLD1	
	SANParks EIE Strategy (2000)	EIESD3	
	SANParks EIE Strategy (2002)	EIESD2	
	Social Ecology Policy for SANParks (2001)	SEPOLD5	
	Social Ecology Policy for SANParks (2002)	SEPOLD4	
	KIP Proposal Document (2004)	KIPPRD6	
	Interview 1	HOIA1	28/03/2007
	Interview 2	HOIA2	13/04/2007
	Interview 3	HOIA3	13/04/2007
	Interview 4	HOIA4	22/05/2007
<b>Synopsis Report 1 (SR1)</b>	Questionnaire Regional Managers	No Return	11/04/2007 and 28/05/2007

	Questionnaires Park Managers	QPM1 to QPM5 and QPMR6 to QPMR10	11/04/2007 and 28/05/2007
	Questionnaires Regional Co-ordinators	QRC1, QRC2, QRC3,	11/04/2007 and 28/05/2007
	Questionnaires Park Practitioners	QPP1 to QPP7	11/04/2007 and 28/05/2007
	Workshop Analysis of the Review Report of KIP programme	KIPRVRD12	28 June 2007
	Analysis of the pre-Workshop Questionnaires of KIP Review W/Shop	KIPRW1 to KIPRW7	17/05/2007
	Interviews Park Practitioner – Camdeboo National Park (CNP)	PPIC1	15/05/2007
	Interviews Regional Co-ordinator - Addo National Park (ANP)	PPIA2	24/04/2007
<b>Synopsis Report 2 (SR2)</b>	Analysis of Workshop Questionnaires –KIP Curriculum Introduction Workshop	KIPCWQ1 to KIPCWQ 13	06/08/2007
	Analysis of Park-based EE Resource Materials	TMNP Pack NNP Pack ANP Pack CNP Pack AENP Pack GGHNP Pack KTFP Pack	
<b>Synopsis Report 3 (SR3)</b>	KIP Proposal Document (2004)	KIPPRD6	
	GG KIP Report 2005	KIPR05D7	
	GG KIP Report 2006	KIPR06D8	
	GG KIP Report 2007	KIPR07D11	Sept 2007
	GG KIP Resource Pack 2005	KIPRP05D9	
	Letter of Appreciation from Learning Facilitator for KIP Programme 2005	KIPGGLFD12	
	GG KIP Resource Pack 2006/2007	KIPRP05D10	
	KIP programme 2007 – Golden Gate, observation Teacher Workshop and evaluation forms	KIPTWGG1 to 17	19/07/2007
	KIP programme 2007 – Golden Gate, observation school visits and Group Evaluation forms	KIPGGGE1 to 12	July/Aug 2007

### 3.6 SOURCES OF EVIDENCE

In my research study I utilised the most commonly used sources of evidence in investigating the different case scenarios. They are documentation, archival records,

interviews, direct observations, participant-observation and physical 'artefacts' (Yin, 2003). All six these major sources have strengths and weaknesses that will be brought into account during the research study. Yin (2003) states that no single source has a complete advantage over the others. In fact, the various sources are highly complimentary and a good case investigation will want to use as many sources as possible (Yin, 2003). In the course of collecting data, I ensured that I implemented systematic storing of information during the different stages of evidence gathering. A filing system was established for all the sources of evidence, which ensured easy accessibility of information for auditing purposes.

### **3.7 ETHICS**

Professional ethics was practised throughout the research process, which related to the willingness of a profession to self-regulate the actions of its members so as to protect the interests of the "public" (Bloor & Wood, 2006). Bloor and Wood (2006) further state that codes of good practice, which define the rights and responsibilities of researchers and their relationships with their research subjects, employers and funding bodies, should be practised at all times. This was attempted at all times during this particular research study through informing participants in the research throughout of the intention of the study as well as role of each person's involvement or contribution towards the study.

All questionnaires, interviews, site visits and observations were negotiated and pre-arranged, and permission and/or approval for participation were sought from all participants to the research study. The inclusion of the P&C Regional Co-ordinators and P&C park practitioners as research participants, was negotiated with the Director P&C of SANParks. Information letters were compiled explaining the research objectives and process that was made available to all involved parties. Informed consent, access and acceptance, which involve obtaining the consent and co-operation of individuals involved in the research, are very important principles of social science research (Cohen et al. 2000).

### **3.8 VALIDITY AND TRUSTWORTHINESS**

Researchers need alternative models appropriate to qualitative designs that ensure rigour without sacrificing the relevance of the qualitative research (De Vos et al., 1998). Guba (1981, as cited in De Vos et al., 1998) proposes such a model for assessing trustworthiness of qualitative data. The model includes:

- Truth Value – asks whether the researcher has established confidence in the truth of the findings for the subjects or informants and the context in which the study was undertaken;
- Applicability – refers to the degree to which the findings can be applied to other contexts and settings or with other groups;
- Consistency – considers whether the findings would be consistent if the enquiry were replicated with the same subjects or in a similar context; and
- Neutrality – the freedom from bias in the research procedures and results

In my research, in all of the case scenarios, I attempted to generate more than one form of data to enable triangulation within the case examples. Triangulating is the gathering, reconciling and explaining of data from several sources and/or from different data gathering techniques. Bloor and Wood (2006) state that methodological triangulation has almost become obligatory to qualitative researchers, to demonstrate their commitment to methodological rigour by multi-method research designs, allegedly capable of validation through triangulation.

### **3.9 REFLECTIONS ON THE METHODS USED**

Throughout the planning process of the study, there was the awareness that the scope of the field of study was very wide. The reason for not concentrating only on one in-depth case study, for example, the development process of EE in SANParks nationally, or the development process of EE in one park specifically, was that the researcher wanted more of a holistic picture of past, as well as present development processes of EE as a field of practice in SANParks. This, however, led to the generation of a massive amount of data that needed to be managed, translated and discussed. This posed a challenge in more than one way, for example, it was time consuming to collect, organise and transcribe. It further led to the challenge of discussing the data in a coherent way, within the requirements of the dissertation. Yet, the outcome of answering the research question meaningfully and comprehensively, as well as adhering to the research goals, led to the decision to persevere with the scope of research and to find a way of bridging the challenge. The option decided upon was to include the core data into the discussion chapter, and to attach the remaining data into case records through which it could still be utilised as a reference within the discussions of the analytical statements in chapter 5, in conjunction with the other data discussions in chapter 4.

The research scenarios were established by the research goals and the research goals informed the data generating techniques. In retrospect, the interview schedules appeared to be too detailed and maybe 'over designed'. This led to lengthy interviews, and complicated and diverse information, which made the interpretation of information of the interviews bulky. Questions of interviews could have been more focused. Interviews were also compiled and carried out before the completion of the analysis of the organisational documents, which could have informed more directed questions in terms of actual occurrences. This would have allowed more probing questions. Despite the fact that special attention was given to designing the questionnaire for the cluster and park management component as concise and time-conservative as possible, the return was disappointing. The response on distributed questionnaires appeared to be unpredictable and caused a gap in the feedback from an assumingly important resource.

### **3.10 CONCLUSION**

Progressing from a research interest to the framing of the research study is a challenging venture and posed a number of obstacles that needed to be negotiated and deliberated. This chapter intended to capture a part of this journey, as well as to enlighten the research decisions that were made. Emphasis was also placed on the process of understanding and identifying patterns of meaning within the research study, which gave it an interpretative perspective (Connole, 1998). The next chapter reports on some of the emerging findings within the historical development scenario of EE in SANParks as a field of practice, in relation to staff narratives and organisational policy frameworks.

## CHAPTER 4: THE HISTORICAL DEVELOPMENT OF ENVIRONMENTAL EDUCATION IN SANPARKS

### 4.1 INTRODUCTION

This chapter represents the evidence gathered on the historical line of development from the inception period of environmental education (EE) in SANParks as a field of practice to its current status and position in the organisation. The data gathered on the emergence of EE in SANParks and across the management structures of the agency is presented here. Interviews with staff involved in the development of EE in SANParks and an analysis of emergent policy documents generated the data. A questionnaire survey conducted with managers and park practitioners, followed by site visits, as well as further document analysis, were used to develop three case records on current patterns of EE practices in the regions and in specific park-based programmes. This data is reflected in three case records (Appendix A to C).

The data on the questionnaire survey to regional managers, park managers and EE practitioners formed the content of the first case record (Appendix A). The data reflected what happens to policy knowledge and EE practice at management and programme levels (recontextualisation). The second case record (Appendix B) presents data on contextual programmes and practices in parks (contextualisation). The third case record (Appendix C) represents data on the SANParks Kids in Parks (KIP) Partnership Programme in Golden Gate Highlands National Park (GGHNP). Here the focal concern was to gather case evidence on park-based work through the KIP partnership programme and on how it relates to the national school curriculum.

The data from the case records were used in the interpretative analysis of the policy into park-based programmes (recontextualisation) and the operation of park-based EE programmes in relation to the national school curriculum (Chapter 5).

Chapter 4 thus represents the data on the development of EE policy and practices for the analysis and discussion in Chapter 5, using analytical statements generated from the data that follows.

## **4.2 HISTORICAL BACKGROUND AND DEVELOPMENT OF ENVIRONMENTAL EDUCATION IN SANPARKS**

This section refers to an interpretation of an overview of the historical emergence and development of EE in SANParks based on four interviews with staff members, as well as a document analysis of six organisational policy and guideline documents.

The four staff members interviewed were all Head Office personnel (at the time), in management positions in the P&C Directorate in SANParks; they had strong linkages to the development process of EE in SANParks, as well as other related organisations.

The six identified documents that were analysed are policy and guideline documents of SANParks that were developed between 2000 and 2005, and had clear elements of the development process of EE within SANParks

During the analysis of the interviews and the policy documents, eight generic themes were identified within which I could organise and interpret the interview data alongside the available documents.

### **4.2.1 Historical development of environmental education concepts on the International and National front**

EE started emerging internationally and nationally in the 1970's (p. 16). At the 1982 World Congress on National Parks in Bali, there was a call for an increased support for communities, through education programmes (AM2, SEPOLD5). The Rio Declaration of 1992 led to the formulation of the Convention on Biodiversity (CBD), one of the first international Conservation policies that mentioned the move towards people centred conservation (AM2, SEPOLD5). The way in which Social Ecology (SE) was unfolding in South Africa from 1995 onwards, was consistent with the international policy trends at the time. This included EE, one of the key components of SE (AM2, SEPOLD5).

Environmental education has been defined as one of the key responses to the environmental crisis, as it facilitates and provides active learning opportunities that are likely to promote sustainable living (AM2, EIESD3). EE has also been widely emphasised in international, regional and national policies, for example, Agenda 21 that came out of the

Rio Summit of 1992 (AM2, EIESD3). In the Southern African Development Community (SADC) policy guidelines, it is stated that there is a need for "...increased and improved EE within the sub-region" (SADC ELMS discussion document of 1998 in AM2, EIESD3).

The United Nations made 2005 to 2014 the decade of Education for Sustainable Development. This provided SANParks with an opportunity to strengthen the provision of EE processes in support of the education and training system within the organisation (AM2, EEPOLD1). EE has had a key role in conservation processes and international recognition of this role is adequately outlined in the World Conservation Strategy (WCS) – a joint document of the International Union for the Conservation of Nature (IUCN), United Nations Environment Programme (UNEP), and the World Wildlife Fund (WWF) in 1980 (AM2, EIESD2).

The Environmental Education Association of Southern Africa (EEASA) played a major development role in the development and establishment of EE in SA (AM1, HOIA4 & p. 18).

The former Bophuthatswana Homeland introduced the 'environment' into the curriculum for teacher training in the 1980's – the first teachers to be introduced to EE as part of their curriculum at that stage (AM1, HOIA2 & p. 20).

In the mid 1980's the Pretoria College of Education also included an EE component into their biology curriculum for third year students (AM1, HOIA4).

In 1984, the Transvaal (a pre-1994 province of South Africa) Nature Conservation Department attempted to start EE within their organisation (AM1, HOIA4). The staff structure didn't accommodate such positions at the time and people were appointed as law enforcement officers (AM1, HOIA4). This made the tasks of these staff members challenging and the portion of EE that was addressed was strictly 'ecology' focused and called Conservation Education (AM1, HOIA4). Staff members working within this provincial structure were uninformed of the new approach towards EE that was developing nationally and internationally (AM1, HOIA4).

At a national level, the National Parks Board (as SANParks was known before 1994), had a considerable history and record of interpretation and EE activities in its long and uneven history, but it benefited only one constituency, (which was the minority group within the old

dispensation of South Africa) (AM2, EIESD2). This means that SANParks had been engaging in EE related activities since the early years of its inception (p. 20), but in an exclusive manner.

Together with the establishment of the new SANParks in 1994, the SE Unit was established, which had a contemporary approach to conservation and recognised the importance of positive people-park relationships (AM2, EIESD2). This new venture of positive people-parks relationships was envisaged to happen through EE, where knowledge and insights were to be shared between local and other role players and SANParks, which would enable parks to contribute to and be part of a sustainable society (AM2, SEPOLD5).

#### **4.2.2 Emergence and development of environmental education as focus area in SANParks**

In 1982, an Environmental Educationist filled a position at GGHNP (AM1, HOIA4). In comparison to the Transvaal Provincial Administration of the 1980's, it was much easier to link school curriculum aspects with EE programmes in GGHNP at the time, because it was supported and encouraged by the management of the park, as well as the organisation (AM1, HOIA4 & pp. 23 & 39). GGHNP, however, had several other advantages that also lent itself to quicker development, such as the existence of the Wilgenhof Environmental Education Centre, adventure activity equipment, the National Youth Symposium, and a well established network with other conservation organisations and national departments like the Department of Education (DoE) (AM1, HOIA4 & p. 39).

The National Youth Symposium that had annually been taking place in GGHNP since 1981, was an ideal platform for EE interaction, but disappointingly enough, funding became an issue and this prestigious annual event came to an end in 1999 (AM1, HOIA1). Other factors that contributed to the struggle for survival of the National Environmental Youth Symposium (NEYS) were extensive logistical challenges, suitable partners and repetitive contestants and projects (AM2, EIESD2).

Three National Parks Board (NPB) staff members attended the first international conference on EE in SA in 1982 at Treverton College in Natal, which resulted in the formation of EEASA (AM1, HOIA4 & p. 18.) The NPB hosted EEASA in 1990 in

Stellenbosch and it was well attended by Parks Board members. However, the frequency of attendance in the following years was determined by individuals, leadership, as well as the key focus of the time (AM1, HOIA3 & p. 19). During the 1990's there was a decline of NPB members' involvement in EEASA, which could be attributed to the political transformation, the change in the general direction and approach that SANParks had taken, as well as the focus change from information and interpretation to the SE approach between 1994 and 2001 (AM1, HOIA3). During this period there was an influx of sociologists into the SE department with a strong focus on social welfare and uplifting communities (AM1, HOIA3).

The SE Unit was established in 1994 and played a major transformation role in SANParks in the mid to late 1990's (AM1, HOIA1 & p. 27). The SE Strategy Document of 1999 was the first official SE document that was compiled by a managerial component of the SE Unit, and it included elements, which indicated an increased significance of EE in SANParks (AM2, EIESD3). During the period of 1994 to 2001, there appeared to be a resistance from a number of Park Managers who didn't like the change that the new SE Department was proposing in terms of a non-interpretative approach to visitors of the park, to a more awareness raising and benefit sharing approach towards visitors and especially the communities neighbouring parks (AM1, HOIA3). Until that stage lots of emphasis in parks was placed on information sharing and interpretation, by means of brochures, pamphlets, sign boards, static exhibitions etcetera. (AM1, HOIA3). It was unclear how high a priority SE was for Park Managers (AM2, SEPOLD5), which led to a dissociated approach to the new focus of EE at this time. In some parks the interpretation focus still prevails to date, despite all the change efforts (AM1, HOIA3). People in general were questioning the need of a new structured EE approach in SANParks (AM1, HOIA1). A positive outcome of the transition period from Information and Interpretation to the new SE approach, was that much more networking was initiated and many local partnerships were established around parks. This resulted in a change from selective groups being the only recipients of EE in parks, to outreach into the communities (AM1, HOIA3).

During the transition stage from Information Officers to Social Ecologists, there seemed to have been a restricted understanding of the difference between EE, viewed as a holistic field of practice, and interpretation of the biophysical environment. This restriction led to tension (AM1, HOIA1), which was eased by the acceptance of a 'new' proposed name for the combination of activities that were taking place in parks, that is, environmental interpretation and education (EIE). This seemed to have settled most of the immediate

differences at that stage (AM1, HOIA1). Interviewee HOIA1 proposed an active solution to this 'tension', which surfaced around EE and interpretation: It was time that people in SANParks demonstrated the products of EE through a holistic approach towards the environment (as had been the case internationally and nationally). It was time to show that it had outgrown the stage of interpreting the biophysical environment only, but embraced as integral in this field of practice, not only the biophysical, but the social, economic and political components as well (AM1, HOIA1 & AM2, EEPOLD1).

During the uneven transition period from the Information Department to the Social Ecology Unit, the document 'Towards a SANParks Strategy for Environmental Education and Interpretation' was produced in October 2000. This document attempted to market EE to Park Managers as a reorganised field of practice (AM1, HOIA1). When the restructuring of EE, as proposed in the EIE Strategy document, was introduced at the Executive Committee level of SANParks, it was met with 'arrogance, ignorance and no appreciation' (AM1, HOIA1). The argument was that EE had been happening for years and that there was not much more to add – there was a clear reluctance to the change of focus that was proposed (AM1, HOIA1). However, this was a misplaced and stigmatised point of view, as EE processes and practices at that stage were in actual fact superficial and the understanding of the meaning of EE as a holistic field of practice restricted. Overall, there was a lack of clear objectives for EE in SANParks and EE was regarded as just an 'event' (AM1, HOIA1).

In contrast to the reluctance at Managerial level to the change-initiative within the new approach to EE in SANParks, the park practitioners in the newly created Social Ecology Department, responsible to execute EE in its new format, and previously part of the 'old' Information Department, displayed an exceptional ability to absorb and adapt to the changes that had taken place. In other words, despite the changes in the system that were difficult for some to grasp, the park practitioners in the 'field' interacted successfully with people within the new framework and approach to EE, as proposed in the guideline documents (AM1, HOIA3).

Nationally, in formal education and in the Department of Environmental Affairs and Tourism (DEAT), EE had emerged as an area of emphasis. In the new Outcomes-based Education framework, the 'environment' was recognised as one of the 'lenses' that educators needed to think through in the development of their programmes; it became integral to all learning areas (AM2, EIESD3, EIESD2 & p. 31). These changes in South Africa's education system

and policy environment also meant that SANParks as a stakeholder in the field of EE, environmental management, and conservation, had an important role to play through contributing to emerging policies and approaches. These opportunities for contributions included EEASA, standard generating bodies and other environmental initiatives and events (AM2, EIESD3). The National Environmental Education Programme (NEEP), established in 2000 to strengthen environmental learning in the South African curriculum, also identified SANParks as a service provider for EE. The expectation was that parks would align their school programmes with the new school curriculum (AM2, EEPOLD1). The recommendation within the EIE Strategy document of 2002 was that the proposal to review park programmes in terms of the national school curriculum required a national action plan and/or guideline document (AM2, EIESD2).

In November 2001, the SE Policy Document for SANParks was completed. It stated the need to develop EIE programmes nationally and locally with the aim to involve a spectrum of focus groups in a contextualised way, including participatory learning and action activities (AM2, SEPOLD5). The SE Policy Document of 2001 further stated that SANParks should form partnerships with local schools, environmental groups and other organisations and departments and encourage them to use national parks as education resources (AM2, SEPOLD5).

In January 2002, the SANParks EIE Course was launched in four clusters as a joint effort between Rhodes University Environmental Education Unit (RUEEU) and SANParks, and was funded by the Danish Co-operation for Environment and Development (DANCED) (pp. 32 & 40). It was directed EIE training that aimed to address institutional challenges, professional development needs and key outcomes, which included tangible outcomes within the field of EE. Since then, there has been no follow-up training of a similar kind (AM1, HOIA1). During the period from 1999 to 2002, a lot of effort was put into training facilitation with the support of DANCED funding to support and encourage the new focus of EE (AM1, HOIA3 & p.30). There were, however, isolated events of interaction after the training, which was very park specific. It was an attempt to prove that there was much to be done in terms of the new approach towards EIE (AM1, HOIA1).

The results of a survey done in 1999 during a Social Ecology Induction course, showed that people, who were working within the Social Ecology Unit in parks, spent most of their working time on EE (AM2, EIESD3 & EIESD2). During a similar survey in 2004, it was

found that EE was again the main focus area of People and Conservation (P&C) staff in parks and that people were spending 70% of their time on EE in parks. This meant that despite the changes that had taken place in the 'department' and approaches that had changed within the organisation, EE had survived and was prevailing. This also proved that EE was a dynamic field of practice within development and change, and that people continued practising it, whether they were doing it right or wrong (AM1, HOIA2). Hence the quote by one of the interviewees: "This is the exciting part of EE" (AM1, HOIA2). This was a clear sign that EE in SANParks was evolving (AM1, HOIA2). From 1991 to 2007, EE had changed from exhibits, slide shows, photography and outdoor activities to a field of practice with a much clearer educational focus (AM1, HOIA3).

The SANParks EE Policy Document of 2005, stated the prioritisation of the provision of EE and the importance of programme reviews, so that they are in alignment with the national school curriculum and Outcomes-based Education (AM2, EEPOLD1 & pp. 31, 78). The same policy document further stated that EE in SANParks needed to take on the form of organised, high quality and interactive activities that included curriculum-linked, school-based initiatives, such as the KIP Partnership programme. This programme was implemented within the context of the formal education system (AM2, EEPOLD1).

#### **4.2.3 The development of environmental education policies and related guideline documents in SANParks**

Over a period that spanned from 1999 to 2005, the Social Ecology Unit produced a number of dedicated documents during its existence from 1995 to 2002, while the P&C Division did the same in the period between 2003 and 2007. The aim of these documents was to direct actions within these related departments, to establish clearer areas of focus in this 'new' contemporary approach to conservation in SANParks. The focus was especially on the identified key performance areas (KPA's), of which EE was one. It follows then that through these developed and established organisational policy frameworks, EE was recognised and acknowledged as a formal area of focus and practice in SANParks.

##### ***4.2.3.1 SANParks Strategy for Environmental Education and Interpretation – October 2000 (EIESD3)***

The document, 'Towards a SANParks Strategy for Environmental Education and Interpretation Draft', written in October 2000, outlined the process of EE development and implementation in SANParks (AM1, HOIA1). It was mainly a desk top study, but the deliverables were clear and able to be appraised and measured (AM1, HOIA1).

The development objective of the SANParks Strategy for Environmental Education and Interpretation (2000) was that parks should promote a conservation ethic by responding to environmental issues together with education stakeholders. It was envisaged that the response would take the form of education programmes that represent the environment as interacting dimensions of the biophysical, social, political and economic contexts (AM2, EIESD3). The immediate objective of the SANParks EIE Strategy document of 2000, was that parks must produce quality EE programmes (AM2, EIESD3 & KIPPRD6).

The SANParks EIE Strategy document of 2000 was the first national document in SANParks of its kind in terms of EE. This document put EE in SANParks into context and laid the foundation for a definite EE structure in terms of philosophy, developmental objectives and clearly defined outputs (AM1, HOIA1 & pp. 32, 78).

The SANParks EIE Strategy document of 2000 reflects and includes elements of international and regional policies and other documents, and specifically includes aspects of Agenda 21 (Rio Earth Summit, 1992), as well as the SADC-ELMS discussion document of June 1998 (AM2, EIESD3). At a national level, this document also recognises EE as an area of emphasis, as included in the Outcomes-based Education framework (AM2, EIESD3) and incorporates the 'value' component of environment, which is strongly reflected in The Constitution of South Africa (South Africa, 1996).

This process of deriving and utilising principles from international and national fields and including them in organisational policies, can be described as a recontextualising process where a 'pedagogic discourse' in SANParks is produced within the official recontextualising field (ORF) from a generative regulating discourse (GRD) (consisting of the 'dominant principles of a society'). This process is illustrated in the Bernstein model (figure 2.3, p. 48).

The SANParks Strategy for EIE of 2000 was submitted to the Executive Committee in 2000 (AM1, HOIA1 & p.75). A survey on the status of EE was conducted in 2001 and a scoping report saw the light in May 2001. This information together with one of the outputs in the

EIE Strategy document, "...skills of Social Ecologists involved in Environmental Education are enhanced through training..." (SANParks, 2000a), led to the 'SANParks EIE for a Conservation Context' course and course file (AM1, HOIA1, AM2, EIESD3, pp. 32, 40 & 76). The EIE Strategy Document of 2000 was developed when the environment was still seen as a focus/lens only, but this is where the inclusion of the environment idea was initiated originally (AM1, HOIA2).

One person was responsible for the development of the SANParks Strategy for EIE Draft of 2000 (AM1, HOIA3).

#### ***4.2.3.2 Social Ecology Policy for South African National Parks – November 2001 (SEPOLD5)***

The SE Policy for SANParks of November 2001, identified the need for linking different strategies in an overarching policy (AM2, SEPOLD5). It further stated that policies should be drawn up in such a way that they compliment each other, and presented in such a way that they would facilitate the continuous revision of policies on an annual basis at least (AM2, SEPOLD5).

The SE Policy of 2001 put SE into an international context as it included elements of the 1982 World Congress on National Parks in Bali, the 1986 World Bank Policy on Wild Lands, the WWF's Wildlife and Human Needs Programme of 1985 and the Rio Declaration in 1992, which led to the Convention of Biodiversity (CBD). The CBD was one of the first international conservation policies that explicitly mentioned the move towards 'people-centred conservation' (AM2, SEPOLD5 & p. 71).

The SE Policy of 2001 further recognised a number of National Policies and Acts which related to SE, for example, The Constitution (1996), the National Parks Act (1976), the National Environmental Management Act (1998), the White Paper on Conservation and Sustainable Use of South Africa's Biological Biodiversity (1997), the White Paper on Fisheries, a draft White Paper on Sustainable Coastal Development (1998), the Marine Living Resources Act, No. 18 of 1998, the Marine Fisheries Policy for South Africa (1998), the White Paper on the Development and Promotion of Tourism (1996), the Department of Energy and Mineral Affairs' White Paper on Energy (1998), the Department of Trade and Industry's Growth, Employment and Redistribution Policy (GEAR) (1996), the Spatial

Development Initiatives (SDIs), the National Small Business Act (Act 102 of 1996), the Department of Land Affairs' White Paper on Land Reform, the Development Facilitation Act (67 of 1995), the Communal Property Associations Act (28 of 1996), the Department of Provincial and Local Government's Local Government Transition Act (1996), the White Paper on Local Government (1998), the Municipal Systems Bill (2001), the Department of Water Affairs' National Forests Act (84 of 1998), the White Paper on Sustainable Forestry (1996), and the National Forestry Action Programme (NFAP) (1997) (AM2, SEPOLD5). This points to the broad reference framework against which this policy was developed. It is an illustration of the vast 'pool' of documents that played a role in shaping the policy. It represents the general regulative discourse (GRD) that consists of the 'dominant principles of a society' and is created as a result of the influences "...between the State field, and the fields of production (physical resources) and the symbolic control (discursive resources)" (Neves & Morais, 2001, p. 225, Ramsarup, 2005, p. 11 & pp. 47-49).

The SE Policy Plan of 2001 also included other related SANParks policies and strategies, ranging from the Corporate Plan (1998), which defined the key result areas of SE, the Draft SE Strategic Plan (1999), where EE is mentioned as one of five 'project plans' for SE, the Economic Empowerment Policy (2001), the Position Paper: incorporating community land buffering National Parks (2001), the SE briefing brochure, and the Resource Use Policy, which was still in the process of being compiled at that stage (AM2, SEPOLD5).

The SE Policy document (2001) has clear traces of the recontextualisation process that has taken place from an international, to national and organisational level. In the process, policies and guideline documents related to EE (GRD) were drawn from, and recontextualised within the official recontextualising field, creating an official pedagogic discourse (OPD) through the production of the policy document. This illustrates the educational change that Bernstein refers to (Apple, 2003), where two of the three 'fields' are represented. They are the 'field of production', where new knowledge is formulated and constructed, and the 'field of recontextualisation', where discourses from the field of production are appropriated and transformed into pedagogic discourse and recommendations. (The third is the 'field of reproduction', where pedagogy and curriculum are actually enacted and where recontextualised discourses are transformed for a second time) (p. 48, figure 2.3).

By developing the SE Policy of 2001, SANParks wanted to convert the lessons learnt into plans of action, provide assurance to those engaged in the process of the organisation's directions and intentions, clarify its position with respect to SE and local partners, and define roles and responsibilities in the organisation (AM2, SEPOLD5).

The SE Policy document of 2001 put emphasis on 'Working with Communities' as the first focal point under which environmental interpretation and education was listed and explained as the knowledge and insight that is shared between stakeholders and SANParks, in a way that promotes participatory learning (AM2, SEPOLD5). It was described as lending assistance to environmental planning and management of projects outside parks. The assistance included developing capacity in the community, making parks more accessible to people from disadvantaged backgrounds, making visitors aware of environmental issues, and creating awareness in local communities of international and national conservation and the economic significance of parks and their resources (AM2, SEPOLD5). In the SE Policy Document of 2001, EE was noted as one of the indicators to monitor the performance of Social Ecologists (AM2, SEPOLD5). Corporate commitment and awareness of SE was clear on paper, but unclear in practice (AM2, SEPOLD5).

It was stated that the SE Policy for SANParks of 2001 was a living document that needed to be extensively workshoped with SANParks staff to get more clarity on the respective roles and responsibilities in the implementation process of the policy. Furthermore, before the policy could be adopted, it was necessary to interact with stakeholders. (AM2, SEPOLD5).

#### ***4.2.3.3 SANParks Social Ecology Policy – Draft April 2002 (SEPOLD4)***

The SANParks SE Policy Document of April 2002 recognised the emerging global sustainable development paradigm, which perceives people and the environment as components of a single socio-ecological system and underlies a number of international agreements. These include the Convention of Biodiversity, the Convention to Combat Desertification, the RAMSAR Convention, the Forest Principles, the Agenda 21 strategy document, conservation policies of international organisations like the World Wide Fund for Nature (WWF), and the UNEP (AM2, SEPOLD4).

The SE Policy Document of 2002 was also guided by a number of national policies, legislation, and the Constitution. The Constitution of South Africa was the overarching national policy that affected the whole SE approach (1996) It upholds the right of all South Africans to a healthy and well-conserved environment, as well as a right to benefit from natural resources for economic and social development (AM2, SEPOLD4). SE in the SE Policy document (2002) was also enshrined in the White Paper on Conservation and the Sustainable Use of South Africa's Biological Diversity (1997) (AM2, SEPOLD4).

The SE Policy document of 2001 stated clearly that the conventional approach that isolated resources from the people for conservation purposes was no longer going to be an acceptable option, and that SE policy in South Africa had been developed in response to this international trend (AM2, SEPOLD4).

As in the two preceding organisational documents, the SE Policy document of 2001 has strong elements of a recontextualisation process, from the international field and the Field of State, to the generation of an OPD in SANParks by the creation of organisational policies within the ORF (as illustrated in the Bernstein model, p. 48, figure 2.3).

EE was documented in the SE Policy Document of 2002 as one of 11 guiding principles for SE in SANParks (AM2, SEPOLD4).

#### ***4.2.3.4 South African National Parks Environmental Interpretation & Education Strategy – August 2002 (EIESD2)***

A second draft of the EIE Strategy Document appeared in August 2002 and was a direct outflow of the 'SANParks EIE for a Conservation Context' training course that took place from January 2002 to July 2002. This document was the product of a participatory effort by all the course participants and was informed by collective thinking of this group (AM1, HOIA1, HOIA3, AM2, EIESD2 & p. 32).

The EIE Strategy document of 2002 recognised the fact that EE has a key role in conservation processes and that international recognition of this role is outlined in the World Conservation Strategy of 1980 compiled by the IUCN, UNEP and the WWF (EIESD2).

The EIE Strategy document (2002) stated that EE had emerged as an area of emphasis in the development of the national school curriculum, that the environment had been recognised as integral to all the learning areas, and that the National Environmental Education Programme (NEEP), which was strongly linked to the DoE, had identified SANParks as a service provider for EE (AM2, EIESD3, EIESD2 & p. 76).

Organisationally, the EIE Strategy Document of 2002 was greatly informed by the Corporate Plan of 2001/2002 that prominently emphasised constituency building as a key focus area of SANParks (AM1, HOIA3 & EIESD2).

The EIE Strategy document of 2002, in contrast with previous documents, appears to have a weak occurrence of recontextualisation of international and national documents. It does, however, have a strong organisational emphasis in terms of the context, role of EIE in SANParks, and organisational issues affecting EIE.

It was stated in the EIE Strategy Document of 2002 (which was the second draft of the EIE Strategy document) that it needed further refinement, which would incorporate feedback on the document from colleagues, the outcome of which would result in the third draft of the Strategy Document (AM2, EIESD2).

This was never realised, and the 2002 EIE Strategy document was the last EE related document compiled during the SE era. The SANParks P&C EE Policy Document of 2005 followed after the establishment of the new P&C Directorate in 2003. The McKinsey Report, which was an organisational review report that was produced in 2002, proposed the establishment of the new directorate (AM2, EIESD2). Unlike the SE approach, this report highlighted a wider range of constituencies and proposed the establishment of a new Directorate to take on the 'new' responsibilities of constituency building at international, national and local levels, in support of the conservation of the natural and cultural heritage of South Africa. This paved the way to a new approach to policy formulation in the P&C Division (AM2, EIESD2).

#### ***4.2.3.5 South African National Parks Environmental Education Policy – February 2005 (EEPOLD1)***

As the SANParks EE Policy of 2005 is the most recent document on EE in SANParks, it

formed a focal point of the research study. People's knowledge about the policy and how they were interacting with it created a number of specific comments from the side of the interviewees on directed questions about the policy.

There was a feeling that the SANParks Environmental Education Policy document of 2005 wasn't informed by the philosophical underpinnings of the EIE process and its philosophical decisions. These are referred to in the EIE Strategy Document of 2000 as the basis of, and the rationale for the SANParks' EIE Strategy (AM1, HOIA1). It was further noted that there was also very little, or no participatory input into the EE Policy document of 2005, prohibiting implementers from taking ownership of the document: it was not a discussion document, but a document developed in isolation – "People don't know what they haven't participated in" (AM1, HOIA1). The fact that people hadn't participated in the compilation of the SANParks EE Policy Document was attributed to a time when a whole team of new managers came into the system and were assigned the task of producing new policies to match the needs and requirements of the newly established P&C Division (AM1, HOIA4). It was stated by an interviewee that there were managers in the department of P&C at Head Office, who had no knowledge of the existence of the SANParks EE Policy Document of 2005 (AM1, HOIA3).

The EE Policy Document of 2005 recognised a need for environmental protection, which was grounded in The Constitution (South Africa, 1996), and promulgated in many environmental policies and legislation that provided a legal framework for EE (AM2, EEPOLD1 & p. 33, 34). The EE Policy document (2005) also recognised that EE was highlighted as an important educational priority in the Curriculum 2005 and that the Revised National Curriculum Statement (RNCS) viewed 'the environment' as an integral focus of each Learning Area. It is further stated that the RNCS also provided an enabling framework to facilitate the implementation of EE (AM2, KIPPRD6). Moreover, it underscored human rights and inclusivity, social justice and a healthy environment, which reflects the human rights constitutional clause that signals a national commitment to environmental action (AM2, EEPOLD1, KIPPRD6 & p. 34). Before the constitution came into effect in 1996, there was a vacuum in policies with regards to the recognition of the right to a healthy environment that is enshrined by the constitution (AM1, HOIA2 & p. 35). This also points towards the fact that the Constitution informed and shaped a number of national policies and legislation through a process of recontextualisation of the GRD within the ORF, establishing an OPD.

South Africa is also one of the few countries in the world that has incorporated a human rights/social justice orientation to environment and sustainable development in its national school curriculum. As such, the EE programmes in SANParks present a valuable case study of the reorientation of education towards sustainability as outlined and recognised internationally in Agenda 21, chapter 36; the Millennium Development Goals; the World Summit on Sustainable Development (WSSD) implementation plan (2002); and the Durban Accord of the World Parks Congress (2003) (AM2, EEPOLD1 & KIPPRD6). All these documents affirm that education is a major priority in ensuring improvements in the quality of the lives of people (AM2, EEPOLD1).

The EE Policy Document of 2005 further stated that the environment is a social construct where the bio-physical component forms the basis for economic and social development with lots of interaction between political, economic, and social components (AM2, EEPOLD1, pp. 35 & 79). Through the social and biophysical components, SANParks aspires to approach and analyse environmental issues, which are a combined responsibility of park efforts (AM2, EEPOLD1 & KIPPRD6).

The EE Policy document of 2005 also emphasised that EE processes necessitate a reorientation of the understanding of education, which means a deeper insight into pedagogical practices, environmental issues and risks, and the ability to bring them together (AM2, EEPOLD1 & p. 34).

The objectives of EE programmes in the SANParks EE Policy Document of 2005 focused on awareness raising of National Parks; National Parks as educational resources; assisting learners with interactive programmes, concerning values and attitudes towards the environment; skills development to solve environmental issues; allowing learners the opportunity to network; share knowledge, skills and experience; and to increase the numbers of schools participating in quality experiences (AM2, EEPOLD1). The Chief Executive Officer of SANParks already expressed a need in 2002 for an increase in the number of school groups visiting parks through special access programmes (AM2, EIESD2). This ultimately gave birth to the KIP partnership programme. The KIP Partnership programme, which is a special access programme, aspires to enhance access for learners and teachers from previously disadvantaged backgrounds to SANParks (AM2, KIPPRD6).

The emphasis of the content of the SANParks EE Policy (2005) rests heavily on the provision and improvement of educational aspects of programmes through inclusive, capacitating and participatory approaches. These aspects were drawn from a variety of international and national documents and became part of the SANParks EE Policy document (2005), through a process of recontextualisation.

#### ***4.2.3.6 The Proposal Document for the South African National Parks Kids in Parks (KIP) Programme – 2004 (KIPPRD6)***

The KIP proposal document of 2004 was not developed as a policy or strategy document as such, but could be interpreted as a strong guideline document for directed EE development and partnership processes within SANParks, during the transition period from the SE Unit to the P&C Division. The content of the document was grounded within the long-term goal of SANParks, which is to develop respect for, and commitment to contributing towards sustaining South Africa's natural and cultural heritage through EE processes (AM2, KIPPRD6). The KIP programme provides learners and educators the opportunity to expand their learning environment in a national park (AM2, KIPPRD6). This programme was developed in partnership with the DoE and DEAT, both national departments, and Pick 'n Pay as the business partner (KIPPRD6).

The KIP proposal document of 2004 also stated that the programme underpins and strengthens the National Curriculum Statement (NCS), which in its own right underpins components of The Constitution of South Africa, that is, the relationship between human rights, inclusivity, a healthy environment, and social justice (AM2, KIPPRD6 & p. 86).

The KIP proposal document of 2004 further stated that the programme aims to capacitate teachers, create an environmentally literate population that contributes towards reducing environmental degradation, and promotes the conservation of our natural and cultural heritage (AM2, KIPPRD6).

The KIP programme contributes towards the implementation of international and national environmental policies and legislation and gives impetus to attaining the outcomes of the World Summit on Sustainable Development (WSSD) and the World Park Congress (AM2, KIPPRD6). The KIP proposal document recognises:

- international documentation, such as Agenda 21, chapter 36, the Millennium Declaration and the Outcomes of the WSSD;
- regional documentation, such as the New Partnership for Africa's Development (NEPAD), and the SADC Treaty
- and national documentation, such as the White Paper on Education and Training, and the National Environmental Management Act (NEMA) (AM2, KIPPRD6).

The KIP programme aims to impact on the national school curricula by addressing the shortage of material resources, and by supporting the professional development of educators to further environmental learning (AM2, KIPPRD6). By supporting the implementation of EE at school level, the KIP Programme develops a cadre of educators, learners and communities who value the environment and our national heritage (AM2, KIPPRD6).

The KIP programme provides learners and educators the opportunity to expand their learning environment in a national park through the introduction of EE processes linked to the national school curriculum (AM2, KIPPRD6 & p. 43). The KIP programme further aims to advance environmental literacy through strengthening the NCS (AM2, KIPPRD6 & p. 44), which is underpinned by the relationship between human rights, inclusivity, a healthy environment, and social justice (AM2, EEPOLD1, KIPPRD6 & p. 86).

The objectives of the KIP partnership programme as stipulated in the KIP proposal document of 2004 (pp. 43, 44 & figure 2.2) are focused on enhancing EE implementation in schools, developing learning support materials for the contextual relevance of parks in support of the national school curriculum, supporting educators through developing an understanding of the environment in the curriculum, strengthening school-based environmental practices, and sustaining the programme by ongoing support and monitoring (AM2, KIPPRD6).

The KIP Proposal document was informed by the SANParks EE Policy document (2005). The SANParks EE Policy document fed into many of the educational components that were included in the KIP Proposal document. It could thus be regarded as a foundation document that strengthened the proposal document of the KIP partnership programme, and incorporated strong educational components of the environment, especially in terms of strengthening the national school curriculum (AM2, KIPPRD6).

#### **4.2.4 The occurrence of environmental education as a key focus area in the Social Ecology period up to the establishment of the People and Conservation Directorate**

After its establishment in 1994, the SE Unit became the focal point of transformation (AM2, SEPOLD5 & pp. 28 & 75). The SE Unit had to reconcile people and parks and establish dialogue and mutually beneficial partnerships around a strategy, which was educational, interdisciplinary and participatory in nature. It implied the development of programmes that incorporated cultural perceptions of the environment and capacity enhancement programmes to enable park neighbours to participate in conservation activities (AM2, EIESD3).

During SE Unit's first years of implementation, its initiatives, including EE, were not making the anticipated progress (AM2, SEPOLD5). It was a new direction influenced and inspired by the political changes in the country. The focus of EE in the new SE Department was less on an interpretative approach, but more on an awareness raising and benefit sharing approach towards the communities neighbouring parks (p. 75). This presented a challenge to staff who previously functioned as Information Officers, and now had to carry the responsibility of successfully rolling out the overall new strategies and processes of SE and to establish mutual beneficial partnerships and dialogues with communities neighbouring parks (AM2, SEPOLD5). In 1999, the SE Unit developed a Strategic Plan after five years in operation. It strongly emphasised EE as a key result area for SE, to respond to a new development objective that read, "Stakeholders recognise common interests and mutual benefits" (AM2, EIESD2 & EIESD3).

The SE functions evolved considerably over the seven years from its inception in 1994 until the time when the SE Policy Document (2001) was compiled. It addressed lessons learnt from the pilot initiatives and indicated that the SE approach could be successful, but only if it became a way of working within and across SANParks. It showed that, as the responsibility of a single section only, it was not viable (AM2, SEPOLD5). This policy document noted that the responsibility on Social Ecologists in parks to meet the SANParks' SE goals was unrealistic and unsustainable, given the extent of the challenge and the complexity of the issues of SE (AM2, SEPOLD5). It proposed the adoption of the SE philosophy, as a way of working, involving every staff member. Furthermore, it suggested

that for the SE approach to succeed, every staff member should embrace, and accept responsibility for it (AM2, SEPOLD5).

Despite the fact that EE was a Key result area for SE, it was noted that during the establishing years of SE, projects with park neighbours tended to receive more attention than environmental interpretation and education activities in the Parks, due to the need of establishing the goals and strategies of SE in SANParks (Moore & Masuku van Damme, 2002 & AM2, EIESD2).

A second SE Policy Document was produced in 2002. There was no specific reference to the SE Policy document of 2001 in the document of 2002. This fact could point to an uneven, uncertain or 'dislocated' situation within this phase of the development of the SE Policy document. The focus of the 2002 SE Policy Document was the incorporation of the interests of stakeholders in terms of the key principles of SE, of which EE was one. Local people were placed at the centre of managing National Parks through elaboration of roles and responsibilities (AM2, SEPOLD4). Not long after the SE Policy document of 2002 was compiled, the SE department was transformed into a new directorate that would take the development process of EE in SANParks to another level.

In 2003, the P&C Division was established to strengthen the SE Unit to effectively address the implementation of EE processes in all parks (AM2, EEPOLD1) as one of its main key focus areas.

#### **4.2.5 Development of curriculum linked environmental education programmes in SANParks**

One of the interviewees, who taught in the former Bophuthatswana Homeland where EE was offered in the 1980's already, remarked that linking practical experiences and exposure in parks to the curriculum, brought another dimension of understanding to the classroom. The interviewee explained the difference between first hand confirmation of practical knowledge, versus abstract terminology: "... people learn by experience and exposure out of the classroom setup ... by introducing the environment to people in a way it becomes real, they develop a love for it" (AM1, HOIA2).

In 1982, Golden Gate already started linking programmes in the park to the curriculum (of those years) in conjunction with schools, by making use of resources that were available and prominent in the park (AM1, HOIA4 & p. 38). The Golden Gate programmes were mainly experiential, two to three day programmes with groups averaging 60 learners. One permanent staff member and two students presented these programmes (AM1, HOIA4). The approach was very much a sharing (telling) of information through practical experiences within the biophysical field, and largely supported by the adventure-outdoor activity approach (AM1, HOIA4).

During the transition years of the 1990's there were many changes in the country, and in SANParks. Changes also occurred in the emergence and development of EE in the organisation, and there were few occurrences in SANParks of generally linking programmes in parks to the national school curriculum (AM1, HOIA3). In general, people developed programmes, which they thought were important in their park contexts, or designed them on teachers' requests and feedback. It appeared, however, that there was a kind of a natural interaction with the school curriculum (AM1, HOIA3).

Scattered efforts of resource development took place after the SANParks EIE Course of 2002 (p. 76). In Kgalagadi, at a park specific workshop, representatives from Rhodes EE Unit, DoE, SANParks Head Office and the Kgalagadi Social Ecologist, developed park contextualised, curriculum linked materials (AM1 - HOIA1 & p. 78).

The EIE Strategy document of 2002 stated that EE programmes, based on parks' natural and cultural heritage resources, should be developed with links to curriculum 2005 (AM2, EIESD2). Besides the acknowledgement in previous documents of the constitution of the environment within the national school curriculum, this was the first direct recording in a policy document of the need for park programmes to be reviewed to align with the school curriculum.

In March 2003, the Marketing Department of SANParks proposed an EE related programme to bring more school children to parks from the previously disadvantaged communities (AM1, HOIA2). This was an attempted partnership programme with the Gauteng Department of Education (GDE) (AM1, HOIA2). The two parks identified for the pilot phase of the programme were GGHNP and Kruger National Park (KNP) (AM1, HOIA2). At quite an advanced stage of the planning process, GDE unfortunately pulled

out as a result of political restructuring (AM1, HOIA2). The programme was abandoned, but useful inputs had been made, for example, establishing the need for professional development of staff and programmes to offer meaningful school visits, and developing park specific resources up to a draft stage. It laid the foundation for similar actions in the future, such as the KIP programme (AM1, HOIA2).

In November 2004, the manager of EE in SANParks sent out guidelines for environmental learning across the learning areas to all parks. Many staff members did not understand it and for some practitioners it was the first time that they had been introduced to this aspect of the curriculum (AM1, HOIA2). This guideline document was the first document made available to park practitioners wherein the interaction of the curriculum and the environment was brought to their attention (AM1, HOIA2). It appeared to be a failed attempt and the realisation was that other ways needed to be put into place to establish mobilisation on this matter (AM1, HOIA2). It appeared that a large portion of the staff within P&C did not have a clear understanding of the curriculum – what it entails and how to form the necessary links (AM1, HOIA2). However, during that period, there were isolated cases where people were linking programmes in parks to the school curriculum (AM1, HOIA2).

The KIP partnership programme was a follow-up model of the GDE programme, and focused on already ‘established’ needs and targeted specific parks with a plan to revamp EE in a planned and directed way (AM1, HOIA2). The KIP programme has become the dominant model to support the Outcomes-based Education framework within the national school curriculum (AM1, HOIA2). The KIP Partnership programme gives impetus to implementing environmental and education policies through co-operation and partnerships (AM2, KIPPRD6).

SANParks benefits directly and indirectly from the development of supportive curriculum linked programmes. It directly benefits SANParks as it contributes to a huge increase of visitor numbers, in the form of school groups, in a large percentage of parks across the country. SANParks also benefits indirectly, as EE brings about changes on a broad scale as a result of the awareness raising that takes place during programmes. (AM1, HOIA3).

#### **4.2.6 The development of curriculum linked learning support materials within environmental education programmes in SANParks**

The directed development of meaningful learning support materials was also a progressive step within the development process of EE in SANParks. There was a detectable drive towards replacing the mainly experiential programmes that were based on adventure and activities along with the occasional worksheets, with directed attempts to develop curriculum-linked programmes and authentic, meaningful resources. This detection was clear from the policy development process and from the staff who had experience and exposure to this field within EE.

One of the interviewees involved with the writing of one of the first EE Strategy documents, stated that learning support materials and assignments needed to be developed and structured in a manner that could be measured or assessed - in this way the learning would be made meaningful (AM1, HOIA1). It was also stated that it was crucial for staff members who worked in and with programmes, to be actively involved in the development process of resource materials. In this way they could participate in the selection of the themes and activities in order to successfully contribute towards transforming the material into interactive resources, aligned with the school curriculum – "... only by doing and being involved you come to know" (AM1, HOIA2).

It was also noted that it was important for park practitioners, who were working within the field of EE, to know what the different Learning Areas, Learning Outcomes and Assessment Standards of the national school curriculum were, in order to provide applicable context and content knowledge for the respective Learning Outcomes (AM1, HOIA2). Teachers needed to assist in giving a clear indication on what their fields of interest were within their planning programmes, and also needed to play an active participatory role in negotiating meaningful programmes in collaboration with the park practitioners (AM1, HOIA2). However, teachers were also still grappling with the curriculum, especially in terms of the integration of the environment into the different Learning Areas (AM1, HOIA2). One of the options that was proposed for introducing parks as usable resources to schools, was to provide the schools with meaningful information, with supportive learning material, on applicable aspects of the environment – "...parks are like laboratories that have many resources that can be used within EE programmes through the sharing of the valuable information locked up in them" (AM1, HOIA2).

The guideline document of the KIP programme stated that this programme was a resource-based approach programme that aimed to provide participating educators and schools with learning support materials. Its focus was on the parks and it was aligned with Outcomes-based Education in support of the national school curriculum (AM2, KIPPRD6). The KIP document further stated that the development, adaptation and alignment of materials and resources included contextually relevant, park specific issues in support of the national school curriculum, which would lead to action competence in teachers and raise the level of insight and awareness amongst learners (AM2, KIPPRD6).

The KIP programme document emphasised the aim to afford educators an opportunity to embark on active learning processes to learn ABOUT the environment, undertake investigations IN the environment and to take action FOR the environment. This would bring about a healthier environment in their classrooms and at their schools, and contribute to the whole school development initiative of the Department of Education by strengthening school-based environmental management practices. The whole school development initiative focuses on programmes, such as KIP, and the Eco-Schools programme, which is a follow-up of the KIP programme (AM2, KIPPRD6).

It is clear from the evidence of the KIP programme documentation that the main focus of this programme has been to foster sound partnerships to strengthen the development of meaningful EE programmes in parks. This, in turn supported the process of implementation and integration of EE into the national school curriculum.

#### **4.2.7 Staff training as part of the development of environmental education in SANParks**

The SANParks Strategy for EIE document of 2000 emphasised the training need that existed within the field of EE for park-based SE staff/practitioners in SANParks (AM1, HOIA1). This document further stated that the aim with the training was to establish a directed and dedicated development of more contextualised programmes, resources and EE implementation plans in parks (AM1, HOIA1).

The SANParks EIE Course of 2002 was a joint effort by RUEEU and SANParks and funded by DANCED to put a framework in place with very definite outcomes that needed to result

in actual products and implementation (AM1, HOIA1). It was described as an intensive EIE training programme (AM2, EIESD2), informed by a preceding survey of the status of EE in SANParks in 2001 ( AM1, HOIA1, pp. 32, 40, 76). The training appeared to have established a great deal of confidence and expertise in staff who participated and created a feeling of elevation and achievement in those who completed the training. – “... education is a planned intervention – it doesn’t just happen” (AM1, HOIA1). It was evident, however, that the more senior and experienced environmental educators who participated in this training programme, gained more from it. It appeared that it had been too intense and academic for many other practitioners in parks, due to the fact that it was quite theoretical and maybe designed for a more ‘education-orientated’ audience (AM1, HOIA3).

There have been no regular, internal training sessions or networking opportunities for staff within the P&C Division (AM1, HOIA2). A formalised annual national training workshop could provide the opportunity for people to be informed on guideline documents in terms of changes, reviews or new ‘editions’, as well as provide the opportunity for peer development and improved methods by means of sharing best practices and working models. This operational option, however, seemed to have been challenged by financial constraints (AM1, HOIA2).

One of the interviewees felt that staff should be actively made aware of current trends and approaches within the field of EE, which, to a great extent is the People and Parks approach, and change and adapt their ways of thinking and doing (AM1, HOIA2). It was also suggested in the EIE Strategy document of 2002, that SANParks staff should know about, interpret and implement all relevant acts and policies in an integrated manner and judge the legality of their programmes and activities against the broader legal context (AM2, EIESD5). One of the consecutive guideline documents stated, however, that the translation of the proposed new ways of thinking and doing were slow (AM2, KIPPRD6). This appears to be an ongoing occurrence. The SE Policy Document of 2002 stated that staff should be trained to obtain a basic understanding of organisational and divisional approaches, opportunities and constraints (AM2, SEPOLD5). Tracing back to the EIE Strategy Document of 2000, the statement was made that park practitioner’s capacity must be strengthened to develop quality EE programmes, experiences and resources – strengthened capacity of practitioners would bring better understanding of the holistic meaning of EE, and better interaction with government educational departments and educational non-governmental organisations (AM2, EIESD2). All these inserts in the

different guideline documents, as well as comments from interviewees, point towards the importance to inform, capacitate and update staff on a continuous basis.

#### **4.2.8 Restrictions and challenges that delayed the environmental education development processes and implementation in SANParks**

From the document analysis and interviews that informed the historical development line of EE in SANParks, a number of issues emerged that could be classified as restrictions and challenges, which contributed towards delaying the EE development processes and implementation in SANParks. The following categories were identified:

##### **4.2.8.1 General Aspects**

Around 2000, the EE processes in SANParks were superficial, that is, the skills gaps were huge, and no in-depth interaction or understanding of EE existed. Its practice was based on a hit and run approach (AM1, HOIA1). In the SE Policy document of 2001, it was stated that SANParks staff lacks knowledge and skills to cope with challenges within the field of SE, despite the intensive efforts at capacity building in 2000, 2001 and 2002 ( AM2, SEPOLD5). Staff members in parks were also unclear about the difference between formal EE programmes and “interpretation” of the environment – a challenge that still exists in a number of parks (AM1, HOIA2). During the Induction Course for Social Ecologists in 1999, it became evident that there was a lack of understanding of EE in the broader sense of the word (AM2, EIESD3 & EIESD2). In the March 2000 Review Report on the DANCED-SANParks Project on Capacity Building, it was stated that “...environmental education had never been explored in depth by staff nor developed enough capacity to make a notable national contribution” (AM2, EIESD2 & EIESD3). A number of park practitioners had and still have a limited background in EE, and capacity building in this regard should be strongly supported (AM2, EIESD2). The challenge of the need for staff in general to acquire a broader and holistic understanding of the evolving development of EE as a field of practice, is an ongoing reality.

There was very little appreciation or support from the EXCO of SANParks in 2000 for the suggestions to bring about concrete change (AM1, HOIA1 & p. 75). There were also concerns that Park Managers did not manage or support EE adequately. This did not only concern management at park level, but also at corporate level, and included fund raising

support for park-based EE programmes (AM2, EIESD2). A further challenge that impacted on the development of EE processes in parks was that reporting lines of staff in a number of parks were unclear and added to the occurrence of poor support, guidance and delivery of EE in parks (AM1, HOIA2). Managerial support for the effective development and implementation of EE as a field of practice in SANParks is a crucial ingredient for exponential growth within this dynamic developing specialist area.

It was noted that newcomers to the recently established P&C Division in 2003 weren't informed, knowledgeable, or didn't understand the development that had taken place in EE in SANParks (AM1, HOIA1). There was also very little appreciation shown for the institutional effort gone into the process of EE development – it appeared to be a "... personal thing – wanting to imprint your own ways of doing and thinking" (AM1, HOIA1). Another view that was expressed by a 'newcomer' into the P&C Division at the beginning of 2003, was that "there was no one at Head Office who was able to inform you of what had been done and what not – there was no readily available information" (AM1, HOIA2). Park reports requested from the Head Office 'secretary', and visits by Head Office staff to parks were the only ways to form a better understanding of what people were working with (AM1, HOIA2). These views emphasise the lack of systematic and easily accessible records, as well as the sharing of important information for the sake of continuity in operations.

It also appeared that during the transition period when P&C replaced SE in 2003, an insecurity existed among staff in parks, as they were unsure of the changes that were taking place. This created a period of general uncertainty in park operations and led to diversions within focus areas (AM1, HOIA2).

A more recent challenge has been that although park-based staff were often very knowledgeable on conservation issues in general, they lack a basic knowledge of the national school curriculum. Basic knowledge of the school curriculum will enable them to make a meaningful contribution towards supporting the national school curriculum, which is a one of the main current policy objectives (AM1, HOIA2). It was further noted that most park practitioners are not formal 'educators' and that school curriculum aspects within the development of EE programmes in parks are often bypassed or ignored, because people are ignorant, or feel unsure about it (AM1, HOIA2). To enable engagement and buy-in from park practitioners, capacity needs to be built in this respect.

#### **4.2.8.2 Staff Component**

It appeared that it was difficult for staff to get out of the set framework that they were used to working in and to bring about changes, that is, take themselves out of their comfort zones (AM1, HOIA2). This relates to a further remark made by the interviewee, that staff often tended to keep on doing what they feel comfortable with (staying in their comfort zone), using the lack of resources as an excuse. The reluctance to step out of the comfort zone could point to a lack of experience and/or exposure. This has contributed to the stagnation of EE processes in SANParks (AM1, HOIA2).

P&C park practitioners appeared to be working in silos and there was very little sharing of expertise and skills across parks. There seemed to be a reluctance or ignorance about the value of sharing experiences with, and learning from each other, on how to initiate, improvise and make things work with what you have and where you are (AM1, HOIA2). The EIE Strategy Document of 2002 stated, however, that the lack of support-resources for park practitioners actually did play a role in jeopardising the development process of EE (AM2, EIESD2). There is expertise within the organisation that could be shared and resourced in order to capacitate colleagues across the fraternity.

The SANParks SE Policy document of 2001 stated that there were far too few staff members (Social Ecologists at that stage) to effectively address all the challenges. It further stated that they could not be experts at everything and success would only be possible if all SANParks staff embrace the SE approach and accept responsibility (AM2, SEPOLD5). It was noted during an interview that while there is still a general shortage of staff in parks, some parks have no staff at all to execute the EE activities (AM1, HOIA2). The scoping report that was done in 2001 on EE and the development of materials in parks also identified that there were not enough people in parks to establish the objectives and outcomes of EE at that stage (AM1, HOIA1). The EIE Strategy document (2002) stated that despite the fact that EE processes and requirements had expanded, the staff component still appeared to remain inadequate (AM2, EIESD2). The human resource capital appeared to be a continuous challenge in terms of staff numbers versus work scope and work load.

The challenge of large staff turnovers led to uninformed newcomers, a result of poor record keeping and information transfer in general, and contributed to a breakdown in continuity within the working areas of EE (AM1, HOIA2).

#### **4.2.8.3 Park Contexts**

There appeared to be a lack of inter-departmental collaboration and communication in parks, which led to a breakdown of the team efforts, as well as a healthy integration between park departments (AM1, HOIA2). It was however stated in the EIE Strategy document of 2002 that EE should be a KPA for Park Managers, as much as it was to park practitioners, and that Park Managers should play a major role in the overseeing of the implementation process, the quality control and the monitoring of EE at park level (AM2, EIESD2). This seemed to have remained a challenge, given the fact that people have different understandings of, or exposures to what EE processes entail (personal comment).


The Status Report of EIE in SANParks (2003), noted that the design and management of environmental interpretation and education activities at park level and in specific park contexts, should be reviewed and reorientated to ensure applicability and meaningfulness to future generations of Africans (AM2, EIESD2). This emphasises the importance of deliberation and collaboration at inter-departmental level in parks. It refers to all employees, who should be working towards fulfilling the vision of SANParks, which is that “National Parks will be the pride and joy of all South Africans and of the world” (South African National Parks, 2007a). This is achievable through a process of ‘education’, that is, through park programmes and collaborative efforts (personal comment).

### **4.3 CONCLUSION**

This chapter has attempted to represent data that traces the development line of EE in SANParks as a field of practice, and looked at a range of different influences that shaped this process. The rapid development of national policy frameworks within constitutional changes in South Africa, emphasises the evidential influence that this process had on institutional changes and developments within SANParks, with special reference to the development of policy formulation regarding EE.

The presentation of the collected data showed that successive stages of policy formulation and tensions within this, over the past 25 years played a crucial role in shaping EE as a field of practice in SANParks. It further shows that the process is ongoing, and involves continuous change and development.

It was an attempt to trace the recontextualising processes that have taken place within the formulation of policies from the GRD to the OPD. The next chapter picks up on this process with further discussion.



## **CHAPTER 5: INSIGHTS INTO THE GROWTH AND DEVELOPMENT OF ENVIRONMENTAL EDUCATION AS A FIELD OF PRACTICE IN SOUTH AFRICAN NATIONAL PARKS**

### **5.1 INTRODUCTION**

This chapter includes the discussion of data that was presented in chapter 4 and case records 1, 2 and 3, by means of seven analytical statements that allow the study to represent how environmental education (EE) developed in SANParks as an educational field of practice in relation to national and organisational policy frameworks.

The data in chapter 4 provided rich information on the views of SANParks staff members on their perspective of the historical development of EE in SANParks, as well as on the evidential occurrences of this process within the development of policy frameworks. The data as recorded in the case records further provides evidence of how policy and practice are playing out at park level.

### **5.2 ANALYTICAL STATEMENTS**

The analytical statements were compiled through a careful reading of the data and allowing the evidence of the data to tell the story of the research question. It assisted in creating a sound understanding of where this development process of EE as a field of practice in SANParks has come from and currently stands.

#### **5.2.1 Environmental education has a changing but clear historical line of development in SANParks policies and practice**

EE as we know it today first reached SA in the mid 1970's and was inspired by the Belgrade Charter of 1975 and the 1977 Tbilisi Principles (Irwin and Lotz-Sisitka, 2005 & p. 16), and was also formally recognised in organisational documents of SANParks in the 1980's (p. 24). A number of successive international congresses in the 1980's and 1990's also had a major influence on the historical development of EE nationally and organisationally, through the recognition thereof in several organisational documents (AM2 & pp. 77-87), which illustrated an underpinning of their views and principles.

The reason why EE has been defined as one of the key responses to environmental degradation world-wide is because it facilitates and provides active learning opportunities that are likely to promote sustainable living (AM2, EIESD3 & p. 71).

The development and growth of EE in the southern African region in the 1980's and 1990's was almost synonymous with the work and activities of the Environmental Education Association of Southern Africa (EEASA), which was founded in 1982 (pp. 18, 72 & Irwin and Lotz-Sisitka, 2005). In the 1980's, EE in its 'modern day' format was, however, often regarded in South Africa as liberal and contradicting the 'rule' of the government of the day (p. 19 & Irwin and Lotz-Sisitka, 2005). At this time SANParks members participated actively in EE processes, and continued to do so during the establishment years of EEASA and the years to follow (AM1 & pp. 18, 73, 74).

EE in SANParks has a considerable history and record of interpretation and EE activities in its long and uneven history. During the period up to 1994, it benefited only a small constituency due to the political make-up of the time (AM2 - EIESD2, pp. 21-24, 72). Despite the relative isolation in which EE developed, that is, before the first democratic elections in South Africa in 1994, its existence inevitably paved the way towards progressive growth later. Between 1994 and 2008, EE first fell within the Social Ecology (SE) Unit, which was later replaced by the People and Conservation (P&C) Division (see pp. 25-35). Concurrent with the rapid and intense growth in, and expansion of EE as a specialist field of practice in SANParks, organisational policy frameworks developed fast.

Records of students from tertiary institutions visiting the Kruger National Park to do with information gathering, interpretation and research go back as early as the 1930's (Milne, 1996 & pp. 20, 21). The 1950's saw the establishment of the Information Services Department and staff appointments, with the dedicated task of information dissemination and interpretation of the environment (Milne, 1996 & p. 21). This form of EE was concentrated on education about biophysical aspects and this was popularly referred to as 'conservation education' (Irwin, 1996 & p. 16). During the 1960's and 1970's there was a great increase in the number of school groups visiting the Kruger National Park and in the 1980's approval was given for the establishment of an EE course at Golden Gate Highlands National Park (GGHNP) with the emphasis on the school syllabus in biology and geography (Milne, 1996 & p. 22, 23). Most of the other National Parks that had been

established by that time, were also presenting some form of 'environmental education' or other, which at that stage was more commonly referred to as 'Interpretation of Information' (p. 23).

During the period between 1984 and 1989 there was a rapid expansion of the 'Information Services' staff, and a number of Environmental Education Centres were established, for example, in Golden Gate Highlands National Park (GGHNP), at Skukuza in Kruger National Park and at Geelbek in the West Coast National Park (chapter 2, p. 23). Despite the uneven and later unstable period in South Africa, the historical development of EE in SANParks was firm and progressive (pp. 21-24, 72).

It was in the early 1990's, during great political change within South Africa, that SANParks went through radical transformation, which included the establishment of the new Social Ecology (SE) Unit. This Unit replaced the previous Information Services Department with the purpose of reconciling people and parks (AM2, EIESD3 & pp. 28, 73). The concept was brand new in National Parks and needed specialised input.

The SE Strategy document of 1999 was the first official SE document that was compiled by a managerial component of the SE Unit, and contained elements which suggested that EE was becoming increasingly important in SANParks (AM2, EIESD3 & p. 74). EE featured as a Key Result Area in the SE Strategy document of 1999, responding to a new development objective that read: "Stakeholders recognise common interests and mutual benefits in conservation" (AM2, EIESD2 & EIESD3). During the existence of SE from 1994 to 2002, a number of strategy and policy documents were produced, which also contributed to changing practices within environmental development processes (See discussion in analytical statement 2 on policy formulation processes, pp. 103-110).

The P&C Division was established in 2003 to strengthen and replace the SE Unit (AM, EEPOLD1). It was intended to, amongst others, effectively address the implementation of EE processes in all parks (AM2, EEPOLD1 & p. 33) It was a division with a new name and a new approach of "constituency building", which underwrote new concepts in its move to align itself with national policies, legislation and guideline documents, such as the national school curriculum (AM2, EEPOLD1, KIPPRD6 & p. 84).

Notwithstanding the rapid changes that created 'unevenness' in the development process of EE in SANParks, it proved to be the area that was receiving the greatest percentage of time in park practices – 'environmental education' had prevailed and was showing continuous growth (AM2, EIESD3, EIESD2 & p. 77).

By applying Popkewitz's insights into historical lines of development, parallels can be drawn between his observation that education emerged within modernity, and the emergence of more explicit processes and refined policies and legislation in the democratic era of South Africa, and the establishment of more structured EE processes within SANParks over the past few years. As Popkewitz found that education rose in modernity as 'regulative' and 'constitutive' governance within emerging socio-ecological risks, the same can be said of the rise of more structured and directed EE policies, which also acted as 'governing' and 'constitutive' measures for a rapidly degenerating environment at risk. Scientific 'research and laws' (EE Policies and guideline documents in SANParks' case) were implemented to address risk ('regulative' governance), while communication and education programmes (EE programmes and processes) were implemented to foster learning, change and further development ('constitutive' governance) (O'Donoghue, 2007).

### **5.2.2 Policy formulation was an uneven, but significant process as concepts and policy documents were formalised in a rapidly changing institution.**

While changes and development within the field of EE were taking place internationally and nationally as a result of pressure on the environment and political change across continents, South Africa was undergoing major political changes relating to the establishment of a democratic dispensation. During the preparatory and transition period, a dynamic process of policy development arose in order to rectify and structure processes, which had a major impact on transformation and the development of processes in SANParks. This resulted in a booming period of EE policy development in SANParks from its slow emergence in the early 1980's to a proliferation in the early 2000. A discussion on this development process follows, with specific reference to the development of EE related policy formulation and development in SANParks.

### ***5.2.2.1 Integration of international and national policy processes in the formulation of SANParks environmental education policies***

It was in the early 1970's that EE in its modern idiom first reached South Africa, including SANParks (p. 16). Ever since, it has continuously been shaped by a diverse variety of internal and external processes, ranging from influential international organisations and related documentation to national policies and legislation, and includes:

- The World Wide Fund for Nature (WWF), International Union for the Conservation of Nature (IUCN), the World Bank and the United Nations Environment Programme (UNEP) (pp. 72, 79, 82 & AM2, SEPOLD4, SEPOLD5, EIESD3);
- Summits, conferences, declarations, conventions, charters and other related documentation, for example, the 1982 World Congress on National Parks in Bali, the Rio Summit of 1992 and the Agenda 21 strategy, the Convention of Biodiversity, the Convention to Combat Desertification, the RAMSAR Convention, and the Forest Principles (pp. 71, 72, 81, 85 & AM2, SEPOLD4, SEPOLD5, EIESD3); and
- National policies and guideline documents, for example, the Constitution (1996), the National Parks Act (1976), the NEMA (1998), the White Paper on Conservation, Sustainable Use of South Africa's Biological Biodiversity (1997) and a number more (pp. 79, 80, 82, 83, 86)

At national and international level, aspects of the above listed organisations, congresses, conferences, policy documents, and other guideline documents were integrated into, and referred to by the six organisational documents that were analysed (pp. 58, 79-89). This illustrates a first level of recontextualisation where organisational policy documents were produced through a process of appropriation of information from the generative regulating discourse (GRD). This recontextualisation process took place from the 'field of production' where new knowledge is formulated and constructed (International field and field of State) to where an official pedagogic discourse (OPD) was created through the production of the organisational policy documents, for example, the SE Policy Documents, Environmental Interpretation and Education (EIE) Strategy Documents, Kids in Parks (KIP) proposal document and SANParks EE Policy (Bernstein, 1990 & section 2.11.2).

It is therefore evident that international policy and national policy processes played a major role in the development, establishment and shaping of organisational policies, and the involvement of EE practices within SANParks, through recontextualisation of a pedagogic

discourse in relation to environmental concerns and the governance of the individual through EE.

### ***5.2.2.2 The uneven process of policy formulation in a changing institution***

Milne (1996) reported that in the 1980's, three organisational documents were produced by the Information Services Department, including the Planning Document for the Information Actions of the National Parks Board (NPB) in March 1981 (NPR, 1981a), the Action plan for the Information Section of the NPB in June 1981 (NPR, 1981b), and the Report on Multi Cultural Environmental Education by NPB in February 1989 (NPR, 1989) (Milne, 1996 & p. 22). From Milne's report, the signs were clear that the Information Services Department viewed EE in a different light and practised it in a broader sense than before.

The Planning Document for the Information Actions of the NPB (NPR, 1981a) stated that Board members and employees of the NPB agreed that there was an urgency to educate the general public, and especially the Black population. This document was regarded as "... a watershed of change within the approach of educating all people on environmental aspects and issues" (Milne, 1996 & p. 23). It probably depicts the first formal recording of this kind in a document of the NPB and definitely portrays a change in approach, if one takes into consideration that South Africa was still caught up in the old dispensation of the 'apartheid era'.

The Multi Cultural Environmental Education Report of 1989 (NPR, 1989) indicated a definite shift in focus towards the inclusion of neighbouring communities into educational programmes and outreach programmes (to schools), partnerships and networking with other EE organisations (NPR, 1989, Milne, 1996 & pp. 23, 24). This report also stated that the first non-white groups were accommodated in the bush camps in Kruger National Park (KNP) and that the Edu-Train project, which was a multi-cultural group of selected secondary learners, was in practice (NPR, 1989, Milne, 1996 & pp. 25, 26).

It is clear from the above that these organisational documents that appeared in the pre-1994 period portray strong traces of change taking place during the uneven development period of policies and other guideline documents within the NPB. However, it appeared that due to the period when these documents were produced, at a time when there were still strenuous political tensions in South Africa, these suggested efforts and changes had little

impact and no chance to become established within an 'unchanged' political dispensation. Still, these documents can be viewed as the starting point of the 'uneven' process of policy formulation in a period marked by rapid changes in the organisation.

In 1994, the SE Unit was established and a managerial component of the unit compiled the first official SE document, the SE Strategy Document of 1999, which had elements that indicated the increased importance of EE in SANParks. It placed a strong emphasis on communities and mutual benefits. The SANParks EIE Strategy document of 2000, that followed on the SE Strategic document of 1999, reports that the SE Unit was established "...for reconciling people and parks and establishing dialogues and mutually beneficial partnerships around a strategy that is educational, interdisciplinary and participatory in nature" (AM2, EIESD3 & pp. 30, 74, 88). Within the time period between 1999 and 2005 there was a rapid development of policies, strategies and guideline documents in a rapidly changing institution (p. 77).

In 2000, the SE Department produced the EIE Strategy Document (SANParks, 2000a), which promoted a conservation ethic by responding to environmental issues through educational programmes. This document was mainly a desk top study with clear, appraisable and measurable deliverables (AM1, HOIA1 & p. 78). It recognised EE as a specialist field of practice in SANParks and viewed it from a holistic point of view (pp. 31, 79). An EE specialist wrote and promoted the document. Its purpose was to lay the foundation of EE in SANParks, that is, to establish a definite structure, which included the EE philosophy, developmental objectives and clearly defined outputs (AM1, HOIA1, & pp. 31, 32, 78). The EIE Strategy document of 2000 also recognised the inclusion of EE as an area of emphasis within the Outcomes-based Education framework (AM2, EIESD3, pp. 31, 78) – a clear indication of the start of the partnership between SANParks and the DoE, which would grow stronger in consecutive policy documents. The EIE Strategy document of 2000 was ultimately developed by an individual, and it appeared to be a recurring practice in the policy documents that followed (AM, HOIA3 & p. 79).

The SE Policy Document of 2001 (SANParks, 2001) was compiled by a consultant contracted by SANParks and the Danish Co-operation for Environment and Development (DANCED) (DANCED is a donor organisation that specialised in environment and development and supported the capacity building project in SANParks) during a period when the SE concept was reviewed after five years of implementation (SANParks, 2001).

The SE Policy of November 2001 identified the need to link different strategies within an overarching policy (AM2, SEPOLD5 & p. 82), and in so doing highlighted the drive towards a more structured and coherent approach towards policy development in SANParks. The SE Policy of 2001 also aimed to convert the lessons learnt from the implementation phase of SE into plans of action, and to clarify the position of SE in SANParks (AM2, SEPOLD5 & pp. 28, 82). This document had a very strong community focus with an emphasis on inclusivity and participation, especially in terms of EE, stating that “Environmental education means that knowledge and insights are shared between local and other role-players and SANParks” (p. 28), thereby promoting participatory learning which laid the foundation in SANParks for a holistic approach towards EE (pp. 28, 82). The SE Policy document of 2001 placed SE in an international context as well (AM2, SEPOLD5 & p. 79) and recognised a large number of National Policies and Acts (AM2, SEPOLD5 & p. 80). It was a comprehensive document that tied up all the developmental processes within the SE Department from 1994 to 2001. It appeared to be an attempt to grasp the vastness that SE had brought to SANParks and to find ways to address the challenges.

In 2002, another SE Policy document (SANParks, 2002a) was produced, which was much more concise than the SE Policy document of 2001 (SANParks, 2001). Interesting to note that no reference or recognition was made in the SANParks (2002a) document to the preceding policy document (SANParks, 2001). This fact could point to an uneven, uncertain or ‘dislocated’ situation within this phase of the development of a SE Policy document (p. 89). The SE Policy document of 2002 (SANParks, 2002a) had a strong message of the transformation responsibilities of SANParks and more specifically the SE department, as well as community linkages that SE was involving itself with (pp. 28, 29). It was evident that the SE Policy document (SANParks, 2002a) placed a lot of emphasis on putting people first on the agenda of biodiversity conservation and that there was an urgency to focus on the local communities within the whole approach of SE at that stage (p. 29). The SANParks (2002a) document also clearly recognises a number of international organisations and related documents, national policies and acts as well as organisational documents (p. 81). EE is recognised in the SE Policy Document of 2002 as one of the guiding principles for SE in SANParks (pp. 29, 83) and suggests that each park develops and implement an EE programme, which should include giving local people privileged access to parks (p. 29). This clearly gives EE a definite position within this developing SE policy document especially in terms of community involvement. There is no indication or clarity on who compiled this document.

The consecutive EIE Strategy Document of 2002 (SANParks, 2002b) was a culmination of an intensive once off EIE training programme, during which inputs were made into the EIE Strategy Document of 2000 (SANParks, 2000a) and through which the SANParks (2002b) document was compiled (AM1, HOIA1, AM1, HOIA3, AM2, EIESD2 & pp. 32, 82, 83). This was a total participatory process between park practitioners and managers (pp. 32, 83). This document appears to be the only document, of all documents that were viewed within the research study, in the period between 1981 and 2005, compiled in a participatory manner. The SANParks EIE Strategy document of 2002 recognised the fact that EE had a key role in conservation processes and that there was international recognition for this role (p. 82). This document also states that EE processes in SANParks had a long but uneven history, as well as a track record in interpretation and EE activities (p. 32). However, the SANParks (2002b) strategy document also notes that during the SE period, projects with park neighbours received more attention than EE activities in parks (p. 32). This indicates that there was a diversion within the focus on, and approach towards EE during 1995 and 2002. The evidence of the emergence of EE as the area of emphasis in the national school curriculum is recognised in the EIE Strategy document of 2002, as well as the fact that SANParks was identified as a stakeholder and service provider of the DoE (p. 83). This was a clear indication of the important role that SANParks had to play within this partnership that would develop the follow-up EE policy document.

The Environmental Education Policy document of 2005 (SANParks, 2005a) was the first detailed policy document on EE in SANParks that was produced by the 'new' People and Conservation (P&C) Division after its inception in 2003 (pp. 83-85). The document was comprehensive, recognising a wide audience of role-players and needs within the environmental protection arena (AM2 & pp. 84, 85). It articulated the role of EE in the national school curriculum and emphasised the priority position of EE provision in SANParks (pp. 34, 84). The EE Policy document of 2005 (SANParks, 2005a), like preceding policy and guideline documents, recognised the Constitution, but placed special emphasis on the Constitutional clause of human rights and inclusivity, social justice and a healthy environment, which was also included in the NCS and which underpinned the national commitment to environmental action (AM2, EEPOLD1, KIPPRD6 & pp. 34, 84). The EE Policy document (2005) also put the environment into the broader view of national and international trends and promoted the 'Environment' as a web of socio-economic interactions (previously referred to as the EE from a holistic point of view) (AM2, EEPOLD1

& pp. 17, figure 2.1, 30, 32, 85). This aspect formally introduced and confirmed the commitment of SANParks to implement EE as a specialised field of practice within a holistic approach (pp. 34, 35, 85). The EE Policy document of 2005 recognised that EE processes in SANParks necessitated reorientation in the understanding of education, a deeper insight into pedagogical practices, environmental issues and risks, and the ability to bring these insights together (p. 34, 85). This evidently was a move towards the more formal EE approach that appeared to be the result of a build up of the EE development process through the development of policy frameworks over the past 25 years. The EE Policy document of 2005 appears to be an informative and current guideline document with components that qualify it as a useful tool within the EE field of practice in SANParks.

Despite the apparent usefulness of the EE Policy document of 2005, it was 'uneven', as it was developed by two people only, therefore minimising participation in the development of the document (AM1, HOIA1 & p. 84). It resulted in implementers taking little or no ownership of the document – "People don't know what they haven't participated in" (AM1, HOIA1 & p. 84). In actual fact, there were managers in the department of P&C at Head Office who indicated (during interviews conducted with them) that they did not know of the existence of the SANParks EE Policy Document of 2005 (AM1, HOIA3 & p. 84).

The lack of ownership and actual knowledge of policy documents that informed the EE practices in parks, constituted itself further in the reaction of park related staff through questionnaires that were distributed to ten staff members (see Appendix A, table A.1, p. 157). It appeared that people had a superficial knowledge of the existence of the SANParks EE Policy document of 2005 and the SANParks EIE Strategy documents of 2000 and 2002, and that there was little in depth knowledge of what the distinction was between the different policy and strategy documents in terms of the period and context of production (Appendix A, p. 161). The policy and strategy documents referred to, are the range of institutional documents that saw the light between 1999 and 2005 (in both the departments of SE and P&C) and covered, to a great extent, the development of EE as a field of practice in SANParks amidst rapid and dynamic changes (pp. 27-34, 77 to 87).

The return on the questionnaires, distributed to five Cluster Managers and 18 Park Managers during 2007 to establish what their knowledge of the policy development process around EE was, was poor. None of the five Cluster Managers, and ten of eighteen Park Managers responded. Two were not aware of any policy documents that existed around EE

in SANParks and the other eight indicated that they were aware of the policy document on EE (Appendix A, p. 158). It was, however, impossible to determine the respondents' knowledge of the content of the policy from the questions asked. The two Park Managers who didn't have any knowledge on the EE Policy document, appeared to be relatively new in SANParks with no exposure to the process around EE development, especially in terms of organisational policy frameworks (Appendix A, p. 158). The evidence suggests that more than 50% of the managerial structures of park operations (Cluster Managers and Park Managers) demonstrated an apathy towards responding to a policy related matter with relation to the P&C department staff (table A.1 in Appendix A, p. 157). The key focus areas of P&C form an integral part of the score cards of managers, suggesting therefore that it is an important function area for them as well. EE in particular is also a joint responsibility, as it cuts across many areas of practice (p. 35). Generally, managerial support has been a concern before, where changes in practice (pp. 74, 75) and a lack of understanding, support and/or guidance, has impacted on the effective delivery of EE processes in parks in the light of changing policies and guidelines (p. 98). Managerial support for the effective development and implementation of EE as a field of practice in SANParks is a crucial ingredient to ensure exponential growth within this dynamic developing specialist area (p. 98). Evidently, the effective implementation and progressive development of policies will not be able to take place if the line managers do not totally embrace, support and guide such actions. Such shortcomings contribute towards the uneven process of policy formulation.

Another factor that seemed to have influenced the unevenness around policy formulation was that individual people, or a small representation of people, were responsible for most of the policy formulation processes related to EE during the past 25 years (pp. 22, 28, 30, 74, 79, 84). These contributions by individuals were diverse in nature and contributed largely to a series of documents that enhanced and strengthened the development of EE processes. However, participation in the production and distribution of the documents appeared to be inadequate in many ways. Knowledge of an access to the documents also appeared poor. If people do not participate in, know about, or interact with policy or other guideline documents, it is safe to assume that such documentation will be of little value.

### **5.2.3 Uneven implementation of changing Head Office policy created diversity, complexity and uncertainty**

After the change of structure in South Africa in 1994, the then National Parks Board (NPB) reconceptualised its role and focus in South African society. This period in SANParks was characterised by political transformation at all levels (AM1, HOIA1 & p. 27, 74). It was also during this time that the Information Department changed to the new SE Unit (pp. 25 & 26). With the establishment of the SE Unit, the focus of the Information Department underwent a radical change from the dissemination and transfer of information, to a people centred focus (AM2, EIESD3 & pp. 74). This meant that staff members were now to focus on reconciling people and parks and establish dialogues and mutually beneficial partnerships around a strategy of an educational, interdisciplinary and participatory nature (AM2, EIESD3 & pp. 28, 29, 88, 89). This posed a challenge to the staff members who were transformed from being information officers, to successfully rolling out the contemporary approach to SE in parks (AM2, SEPOLD5 & p. 88). People were unfamiliar with the new responsibilities that they had to carry, as it was very diverse. The new envisaged approach amounted to a way of working that should have involved every staff member, as it was applicable to all parks, departments and directorates (AM2, SEPOLD5 & pp. 88, 89).

It was noted that in 2000, the Executive Committee of SANParks received the restructuring of EE as proposed in the EIE Strategy document (2000), with “arrogance, ignorance and no appreciation” (AM1, HOIA1 & pp. 75 & 95) - the argument being that EE had been happening for years and that there was not much more to add – members, in general, were reluctant to change (AM1, HOIA1 & p. 75). This was an illustration that people were not able, or willing to recognise the change-elements that were proposed – they preferred to stay in the comfort zone of old ways (p. 97).

Park Management, whose main focus was on conservation management with a tourism and information component, had a restricted understanding of the new contemporary approach that SE had to conservation, which recognised the importance of positive people-park relationships (AM2, EIESD2 & pp. 74 & 75). This meant that a shift in parks from the information sharing and interpretative approach to visitors of the park, to a more awareness raising and benefit sharing approach towards communities needed to be made. In many instances, however, there was a degree of reluctance to this “radical” change (AM1, HOIA3 & p. 74).

It was unclear how high on the priority list of Park Managers SE was (AM2, SEPOLD5 & p. 74). The lack of commitment to change, led to delays in the implementation of the new SE approach in many instances, which caused tension between Parks and the Head Office “policy-makers”. Corporate commitment for SE was clear on paper but unclear in practice (AM2, SEPOLD5 & p. 81). It became evident during the collaborative process of compiling the EIE Strategy Document of 2002 that Park Managers were not managing and supporting EE adequately, nor was it given adequate support at Corporate level (this included fund raising support for park-based EE programmes) (AM2, EIESD2 & pp. 95, 96). In some parks, the interpretation focus still prevails to date, despite all the change efforts (AM1, HOIA3 & p. 74, 75). People in general were questioning the need of a new and “unfamiliar” structured EE approach in SANParks (AM1, HOIA1 & p. 74).

The restricted understanding of the term ‘environmental education’ compared to ‘information and interpretation’ also caused tension in terms of managing this “new” key performance area (KPA) within SE (p. 74). This tension has inhibited the understanding of the evolution of the term, EE in its holistic approach (AM1, HOIA1 & p. 74, 75).

Another change agent that contributed to further unevenness, was the establishment of the P&C Division in 2003 that was intended to strengthen the SE Unit (AM2, EEPOLD1 & p. 33). Even although it was meant to, amongst others, effectively address the implementation of EE processes in all parks (AM2 - EEPOLD1 & chapter 4, p. 89), it once again challenged people by giving it a new name, a new approach of “constituency building”. Not only this, but the P&C Division underwrote new concepts in its move to align itself with national policies, legislation and guideline documents, such as the national school curriculum (AM2, EEPOLD1, KIPPRD6 & p. 84).

Notwithstanding unevenness in the development of EE in SANParks, it proved to be the area (within the SE Department and then the P&C department) at park level, which was, against all odds, still receiving the greatest percentage of time in park practices. This, despite the changes that had taken place and the challenges that people were grappling with, EE had survived and was showing continuous growth (AM2, EIESD3, EIESD2 & p. 77). In a dynamic field of development and change, people accept, adapt and continue, whether they are doing things right or wrong – this has been the exciting part of EE in SANParks (AM1, HOIA2 & p. 77).

The deduction therefore is that despite uneven implementation of changing Head Office policies, which often created diversity and complexity of responsibilities, and general uncertainty, there was still a strong line of development and growth within the field of EE in SANParks.

#### **5.2.4 EE in SANParks is prolific across parks, especially in terms of a contextualised approach towards programme development and practices**

Nine Park Managers indicated in a questionnaire that they regarded EE as the most important key focus area within the P&C division in their respective parks and that this focus area was receiving the highest priority in park practices (Appendix A, pp. 158, 159, table A.2). This opinion of Park Managers resembles a previous observation that SE staff members rated the percentage of time spent on EE, the highest (AM2, EIESD3, EIESD2 & p. 77). This is a clear sign that EE practices and processes were well established across parks and growing rapidly.

Eight of the ten questionnaires answered by Park Managers also indicated that they were aware of the fact that SANParks had committed to aligning park programmes with the national school curriculum and that this was a mutually beneficial practice (Appendix A, p. 159, 160). It appeared that the Park Managers were generally of the opinion that EE could be used as a tool to reach a wide audience of people in and around parks and serve to make people aware of the meaningfulness of parks as educational resources, promoting a healthy environment (Appendix A, p. 160). This was evident from inputs made by Park Managers in the questionnaires, in which they responded positively to the value of reviewing and aligning park programmes with the school curriculum (Appendix A, pp. 159, 160).

Despite the fact that only 55% of Park Managers responded to the questionnaires that were sent out, (Appendix A, p. 157, table A.1) the findings made, based on these responses from the Park Managers, were generally positive. It was encouraging that these Park Managers, who are the line managers in the parks, appeared to be relatively informed, aware and supportive of the current trend and development of EE processes in their parks.

From the completed questionnaires to ten park practitioners, it was evident that a variety of EE activities and programmes were taking place across all five clusters in 21 of the 22 listed parks where EE was being practised (p. 9, table 1.1). The park programmes and activities that were listed ranged from educational day visits, the KIP programme, teacher workshops, special calendar day events, the Morula Kids programme, career orientation programmes, overnight educational programmes and a number of other park specific/contextualised programmes (Appendix A, pp. 165, 166, table A.3).

From appendix A, p. 165, table A.3, it became evident that park practitioners were requested to indicate which of their programmes were curriculum linked, most were indicated as curriculum linked programmes. This was proof of an awareness and active drive within the prolific EE programmes conducted in parks, towards taking programme processes in parks to a further level of development by recognising aspects of the EE Policy document. It could however not be determined from the listing of programmes in table A.3, to what extent the curriculum alignment has been integrated successfully and how many of the resources were actually aligned with the curriculum (Appendix A, p. 165, 166, table A.3). The part of the policy guidelines that could have brought about the awareness of the alignment of programmes with the school curriculum was stated in the policy as the identification of EE as an important educational priority in the National Curriculum Statement. Parks provide excellent opportunities for implementing environmental learning, a fact which was recognised and led to the prioritisation of the provision of EE across all parks (Appendix A, p. 165 & pp. 34, 85).

There was, however, a grey area in terms of how familiar park practitioners were with policy guidelines and how they interpreted and implemented these at park level (Appendix A, p. 162). The fact that park practitioners were convinced that the programmes in their parks were curriculum linked (Appendix A, p. 165, table A.3) whilst it appeared not to be the case in all parks (Appendix B, pp. 187-192, table B.3), demonstrated that selected aspects of the EE Policy document were familiar to people and that it was supposedly being used as a 'kind' of a curriculum document, being put into practice at park level, through the interpretation and implementation by individuals in parks. How they were doing it, probably differs from park to park due to the experience, exposure and resources available to the park practitioners.

To a great extent, people were initiating and interpreting their park environments according to their experience and perception of what the most important aspects were, and according to their knowledge and interpretation of policies and guideline documents (p.35). This varied interpretation and implementation of policies and guideline documents can be drawn back to a “second” level of the recontextualisation (Bernstein, 1990 & pp. 48, 49), where the EE policy and other guideline documents (counting as the ‘curriculum’ for EE in SANParks) that presented itself as part of the OPD, is then recontextualised (second level of recontextualisation) within the pedagogic recontextualising field (PRF), where a pedagogic discourse of reproduction is created which can be described as the non-official pedagogic discourse, and is represented by varied park-based EE programmes and other dedicated and related EE programmes (see list of varied EE programmes in appendix A, p. 165, 166, table A.3).

In order to gain insight into the range of learning resource materials that parks were using, and the areas covered by the programmes and activities presented, a request went out to the eight parks (that were requested to complete questionnaires) to also submit the resource materials that they were using. Seven parks responded to this request and there was overwhelming evidence of the variety and richness of material and themes that parks were presenting and engaging with (Appendix B, pp. 187-192, Table B.3). The results indicated different occurrences of how learning resource materials were compiled and presented. Furthermore, the parks shared the trend of developing strong, contextualised resources and programme material. While four of the parks displayed elements of policy related linkages, that is, they were able to align contextualised programmes with the school curriculum, and the other three parks managed to contextualise their resources, but with single or no linkages to the school curriculum (Appendix B, pp. 187-192, Table B.3). In two of the three parks, the KIP Learner Books and Teacher Guides had a single link to the curriculum. They were the result of directed efforts through a dedicated, funded partnership programme (Appendix B, pp. 187-192, Table B.3).

In the process where the pedagogic discourse of reproduction is further recontextualised, a primary contextualising context is created (p. 48) where park-based, contextualised EE programme material and activities, resource material and books, as well as other park related programme material and activities are produced (Appendix B, pp. 187-192, table B.3). Specific park contexts, community contexts and pedagogic practices that park practitioners are exposed to, influence this contextualisation. It follows then that the park-

based activities and resource materials are diverse and in many cases are not directly policy deducted or linked.

From the content of the learning resource materials and programmes in parks, it is evident that contextualised 'curriculum' development exists within park practices. Over time, park practitioners developed a 'curriculum' relevant to their parks, which was strongly contextualised with inputs and connections at a local level, and which, directly, indirectly or indistinctly linked to the general 'curriculum' within the broader SANParks context (that is, relating to policy and other guideline documents). This process of the development of a curriculum in parks according to events, issues and practices at park level, can also be seen as the formalising of educational programmes or processes into a 'course of study' (Lotz-Sisitka, 2004 & p. 36). This also points to Cornbleth's (1991) view that curriculum is envisaged as what actually happens in 'practice', suggesting that it (curriculum) is an ongoing social process, characterised by interactions involving learners, teachers, knowledge and milieu. Furthermore, she is of the view that curriculum as practice cannot be understood properly or changed significantly without the necessary attention given to the setting or context (Cornbleth, 1991 & p. 50). This finding was significant and changed the direction that curriculum development had moved into, which was that curriculum is contextually shaped (Cornbleth, 1991 & p. 50).

Cornbleth (1990) further stated that the relevant context is structural, as well as socio-cultural (p. 50), while structure refers to established roles and relationships which can include operating procedures, availability of resources and materials, infrastructure, and facilities, the socio-cultural refers to the environment beyond the education system or structural context and includes demographic, social, political and economic conditions, traditions, and ideologies that also have definite influences on curriculum development.

It is clear that these shaping influences have played a role in the development of the EE curriculum across parks. The vastly different locations of parks, their stages of development, available resources, and infrastructure, as well as the richness of cultural groups surrounding parks, have all contributed to and surfaced within the variety of themes, programme activities and learning resource materials developed (Appendix B, pp. 187-192, Table B.3).

Given that a definite EE curriculum existed across parks, despite the difference in the content of programmes and resource materials (in terms of the interpretation and implementation of policy frameworks), contextualisation undisputedly formed a major component of the EE 'curriculum' development process in parks. It proved to have created strong and ongoing practices of EE related activities in parks – an indication that EE was alive in parks in spite of the more directed policy guideline component, which appeared to be weak and in need of twiggling and nurturing.

### **5.2.5 EE in SANParks is still largely associated with the biophysical component of the environment**

Despite the long and rich development line of EE development in SANParks, its concurring with national and international trends and its progression through the phases of 'conservation education' (p. 16), 'outdoor and adventure education' (p. 18), and the current holistic view of the social, political, economic, cultural and urban environments as equally important components to the ecological aspects (Irwin and Lotz-Sisitka, 2005 & p. 16, 17), the biophysical component of the environment still features strongly within EE programmes and practices in SANParks. In Appendix B, p. 183, table B.2, it appears that the largest percentage of programmes in parks still include strong biophysical components, but it is clear that socio-political, and economic components are surfacing as well.

The strong link to the biophysical aspects can be partially attributed to the fact that the early practices in parks and the responsibilities of the Information Officers (up to 1994, after which they became Social Ecologists) were strongly linked to the interpretation of the biophysical environment. The lingering of old ways and habits are often difficult to change and adapt, especially in the case where people do not feel comfortable with new concepts and directions. It appeared that it was difficult for staff to get out of the set framework that they were used to, and to bring about changes (AM1, HOIA2 & p. 97). Evidence also suggested that park practitioners utilised themes and programmes from existing material (AM5/SR2, KIPCWQ1 & Appendix B, p. 182). This could have led to the stagnation and cyclic repetition of the EE processes in SANParks (AM1, HOAI2 & p. 97). In the transition stage from Information Officers to Social Ecologists, there seemed to have been a restricted understanding of the difference between EE viewed as a holistic field of practice and interpretation of the biophysical aspects of the environment (AM1, HOIA1 & p. 74). It

also appeared that in some parks the interpretation focus of the biophysical aspects of the environment still prevails to date – despite all the change efforts (AM1, HOIA3 & p. 74, 95).

During 1999, when Social Ecologists were orientated into the new ways and directions of the SE Unit, it became evident that there was a lack of understanding of EE in the broader sense of the word (AM2, EIESD3, EIESD2 & chapter 4, p. 95). Interviewee HOIA1 stated that around 2000 the EE processes in SANParks were superficial and the understanding of the meaning of EE as a holistic field of practice restricted (AM1, HOIA1 & p. 74). During this period huge skills gaps and no in depth interaction or understanding of EE existed. Rather, EE was practised as a hit and run approach (AM1, HOIA1 & p. 95), a ‘show and tell’ of information through practical experiences within the biophysical field, and largely supported by the adventure-outdoor activity approach (AM1, HOIA4).

In a summary of the qualifications of park practitioners in 2007, it became evident that only three out of the 13 park practitioners (23%) who completed the questionnaire, had some kind of qualification in the specialist field of EE (Appendix B, p. 181, table B.1). 38% of park practitioners had natural science/nature conservation qualifications, 31% had social science backgrounds and 46% had training in education. The 77% of the park practitioners with tertiary qualifications proves why EE related activities in parks are prolific, as discussed under analytical statement 4. On the other hand, however, the low percentage of 23% of park practitioners with training in the specialised field of EE, proves why the integration process of EE as a holistic and specialised field of practice has been less prominent, and why, ultimately, EE in SANParks is still largely associated with the biophysical component of the environment (Appendix B, pp. 181, 182, table B.1). It follows then that the capacity of practitioners needs strengthening in terms of the understanding of the holistic meaning of EE (AM2, EIESD2 & p. 94). A number of park practitioners had, and still have a limited background in EE (P. 95). Capacity building should therefore be strongly supported (AM2, EIESD2 & p. 95) in order for EE to grow past the limited application within the biophysical component of the environment.

From the questionnaires completed by the park practitioners it appeared that a number of factors influenced the ways in which themes were selected and identified for programmes in parks (see Appendix B, p. 182, 183). The main determining factor, however, seemed to be the process of contextualisation of the ‘explicit curriculum’ in parks, which, for most practitioners it seems, appeared to be the biophysical occurrences and characteristics of

parks, as well as environmental management issues, which are biophysically linked as well (Appendix B, p. 182, bullet 2). The needs and requests of groups also played a role in the identification of themes for programmes (Appendix B, p. 182, bullet 3), as well as national environmental calendar day celebrations, which determined a number of theme choices, and, lastly, themes appropriate to the school curriculum. Although the evidence of the data on this aspect was wide and quite open, it portrayed qualities of Cornbleth's theory, where she illustrated that the settings or conditions of teaching and learning opportunities, strongly influence *what* is taught, *how* it is taught and to *whom* it is taught – in other words curriculum-in-use (Cornbleth, 1990).

The data retrieved from 13 park practitioners on the themes and topics which predominated in parks, showed the following (Appendix B, p. 183, table B.2):

- The largest percentage of themes and programme-topics, which made up between 46% and 85% of the listed programmes, were based on biophysical aspects of the environment. However, there were instances where cultural and historical aspects featured as well;
- The second largest group of themes and programme-topics, which made up between 23% and 38% of the listed programmes, leaned more towards social-political-economic aspects; and
- the last group of themes and programme-topics, which represented the lowest percentage of occurrences of between 8% and 15% , consisted of a mixture of biophysical and socio-political-economic components (Appendix B, p. 183, table B.2).

Despite the dominance of the biophysical component in park programmes, there are clear indications of change and growth to give prominence to the non-biophysical components of the environment in programmes as well. However, the interpretation of the biophysical environment will remain an embedded practice in parks, as it will always be the most prominent and tangible component that people easily recognise and relate to. It follows then that the biophysical part of the environment will prevail as basis of the non-tangible components, that is, the social, economic and political components. Even though the evidence pointed out that people and processes in SANParks were moving slowly regarding the inclusion of the non-biophysical components of the environment into programmes – "...the translation of the proposed new ways of thinking and doing were slow..." (AM2, KIPPRD6 & p. 41 & p. 94), signs clearly existed of a slow evolving process within the field of practice of EE in SANParks (AM1, HOIA2 & p. 77). From 1991 to 2007,

EE had changed from exhibits, slide shows, photography and outdoor activities based on the biophysical component of the environment to a broader field of practice with a much clearer educational focus (AM1, HOIA3 & p. 77).

### **5.2.6 Historical and contextual processes sometimes come to strongly characterise the environmental education programmes and practices in a park**

GGHNP has the oldest established EE centre in SANParks. EE related activities in GGHNP started functioning in the late 1970's and the Wilgenhof Environmental Education Centre was established in the early 1980's. In 1980 approval was given for the establishment of an EE course in GGHNP with the emphasis on the school syllabus in biology and geography (Milne, 1996 & pp. 21-23).

In 1982, an Environmental Educationist filled a newly created position in GGHNP (AM1, HOIA4 & p. 73). Park Management, as well as the organisation supported and encouraged, and therefore accommodated this initiative (AM1, HOIA4 & p. 21, 73). Over the years, GGHNP also had several other advantages that lent itself to quicker development, such as the existence of an EE Centre, adventure activity opportunities and equipment, the National Youth Symposium that was launched in 1981, and a well established network with other conservation organisations and national departments like the Department of Education (DoE) (AM1, HOIA4 & pp. 24, 38, 39, 73).

From as early as the 1968 Annual Report up to the 1997 Annual Report of the then National Parks Board, a clear trace of growth and development in EE related activities in GGHNP can be traced (pp. 38-40). This included the establishment of a formal EE programme for primary and secondary school learners linked to the school syllabus, the establishment of the National Youth Symposium in 1981, the integration of black learners into the programme in 1987 (before political change in South Africa), teachers training programmes, trans-boundary interaction with Lesotho groups in 1991 and the establishment of links with the provincial departments of Education and Nature Conservation to facilitate the development of integrated EE programmes in 1997 (pp. 38 to 40).

Two of the three delegates to this first EEASA meeting in 1982 were from GGHNP; the third representative became the Park Warden of Golden Gate at the end of 1982 (pp. 18, 74).

The time between 1997 and 2001, appeared to have been a period of uncertainty in GGHNP regarding EE; it coincided with the transition period from the Information and Communication era to the SE era. During this period there was a turnover of supervisory staff (p. 40), as well as restructuring within the organisation with serious cut-backs of staff in a process called 'Operation Prevail' (p. 33). Directed EE related activities decreased due to these factors, and yet, the practice of such activities continued in different ways and means.

As the fluctuating graph of progress and retreat rises and falls, the period from 2001 to 2007 made way for strong progressive growth within EE processes and programme development in GGHNP (p. 12). Development and training attempts, to address institutional challenges, professional development needs and key outcomes within the field of EE, were initiated, for example, the SANParks EIE Course that was launched in January 2002 in four clusters, as a joint effort between Rhodes University Environmental Education Unit (RUEEU) and SANParks, funded by DANCED and that was attended by a large component of staff members in SANParks who directly and indirectly interacted with EE related practices (pp. 32, 40, 76).

There were also several other training facilitation efforts between 1999 and 2002 that were funded by DANCED. Its aim was to encourage the staff to embrace the new focus of EE through skills enhancement and knowledge expansion (AM1, HOIA3, pp. 30, p. 76). These training interventions, especially the SANParks EIE Course (2002) enhanced and encouraged a total review, streamlining and redevelopment of EE programmes in GGHNP. Directed attempts were also made to negotiate with schools and educators in the surrounding areas of GGHNP to adapt programmes according to the Learning Areas within the curriculum, in order to make them more applicable and meaningful and ultimately also adhere to and comply with the policies and guideline documents of the organisation (SANParks, 2005a).

Since 2005 GGHNP has also participated in the KIP partnership programme, which makes 2008 the fourth consecutive year in which the programme will be conducted in the park.

This partnership programme has been implemented with such success in GGHNP in terms of the objectives and outcomes of the programme, that it is regarded as a benchmark programme within this partnership programme (Appendix C, p. 194). The value of such a programme in terms of the contribution it makes towards the successful growth of EE processes in a park will be discussed under the following analytical statement.

The traces of the strong and continuous development line and growth of EE processes in GGHNP, can be viewed as an example of how historical and contextual processes could potentially contribute towards the characterisation of the EE programmes and practices in a park.

### **5.2.7 Directed development of partnership programmes contributes towards environmental education as a specialised field of practice in park contexts**

The KIP programme is a partnership programme with the long-term goal of, firstly, developing a respect for South Africa's natural and cultural heritage, and secondly, achieving commitment to contribute towards conserving and sustaining this heritage through EE (p. 41-43 & appendix C, p. 194). Moreover, it places a strong emphasis on supporting and enhancing learner and educator involvement in environmental learning within the national school curriculum (pp. 42, 86, 87 & Appendix C, p. 193, 194).

The KIP programme is a national programme and was officially launched in October 2004 (p. 41 & Appendix C, p. 193). GGHNP participated in the three years of the first phase of implementation. The programme was extended for another three years and GGHNP qualified for another year round – the only park that has had the opportunity to qualify for participation throughout the programme. The Director of the P&C Division indicated at a national programme meeting on 1 October 2007 that the reason for Golden Gate's selection (for a fourth consecutive year) was its trend-setting of presenting quality and meaningful programmes in terms of its objectives, which, furthermore, could function as a measure of the programme implementation (Appendix C, p. 194). The above motivates why this partnership programme in GGHNP served as a good measure to establish the contribution of policy and programme implementation (within a partnership programme) towards growth within EE processes and programme practices.

Given that the researcher was the “park practitioner” over the course of the past 7 years at GGHNP, and fully involved since the inception stage of the KIP programme, there was ample time to observe, experience and record the effects and results of the roll out of the programme over this period (Appendix C).

The KIP programme had a comprehensive proposal document which was one of the documents that was analysed in the document analysis as one of the guideline documents (pp. 86, 87). A comprehensive Memorandum of Understanding guided the project in terms of all involved partners’ roles and responsibilities, as is the requirement for any partnership programme.

The SANParks EE Policy document (2005), and the KIP proposal document (2004) were developed concurrently (even although the endorsement date of the Policy is 2005). The KIP project proposal document was informed by the EE Policy document. Both documents clearly recognise international and national facets of the development and value of the ‘broader’ field of EE, as well as the prioritisation of reviewing and aligning EE programmes in SANParks with the national school curriculum. These documents also both have very clear objectives that compliment each other; they serve as excellent guideline documents for EE processes in SANParks.

#### ***5.2.7.1 Opportunities and outcomes that the Kids in Parks (KIP) partnership programme creates***

- **Structure and support** - The Memorandum of Understanding (MOU) of the KIP programme, informed by the KIP Proposal document of 2004, has very clear guidelines in terms of what the expectations and goals of the programmes are (SANParks, 2004a, SANParks, 2004b & pp. 41, 42). Due to the fact that different partners contribute towards the overall goals and objectives of the programme, this document enables the implementation of all aspects around the programme, that is, logistically and educationally (SANParks, 2004b), for example:
  - the **Department of Education (DoE)** collaborated to identify suitable schools with previously disadvantaged learners to participate in the programme (Appendix C, p. 196);
  - **Pick ’n Pay** provided transport for schools to the park and back;

- It was mainly the **Department of Environmental Affairs and Tourism (DEAT)** that contributed to a budget which covered all food supplies and meal costs;
- Knowledgeable consultants, together with the **DoE** assisted in compiling and providing Learning Resource Materials, which was funded (mainly) by **DEAT**;
- **DEAT** funded an agreed budget amount for teacher workshops, additional learning tools and resources; and
- **SANParks** provided facilities, manpower for planning and implementation, and support structures.

The full execution of this programme would have been impossible without these contributors/partners, who, with their inputs and functions, made implementation possible in a meaningful and objective driven way. The main reason for the importance of such partnerships lies in the fact that parks are faced with numerous constraints (in areas like EE) in terms of budget, facilities and resources. Without these partnerships, SANParks would not be able to singly deploy efforts towards the successful growth of EE as a specialised field of practice in contextualised park programmes. The KIP partnership programme, therefore, as played out in GGHNP over three years, could be used as a sound basis for recognising the spin-offs and contributions of partnership programmes towards successful growth of EE as a specialised field of practice. It is important to recognise, however, that there are always certain aspects within a partnership programme that need to be honoured ensure its success, for example, constructive communication, trust relationships, equal partnership, knowledge of and adherence to the MOU, clear understanding of the objectives of the programme, set timeframes for deliverance on deadlines, and excellence in project management (SANParks, 2007a).

- **Areas in which the Kids in Parks (KIP) partnership programme in GGHNP enhanced and supported the implementation of EE policies**
  - Enhanced access to EE: The programme enhanced access to EE for learners and teachers and served to promote the use of the park as an educational resource, especially to disadvantaged schools Over the three year period of 2005, 2006 and 2007, 1669 learners (target for GGHNP was 1500) and 72 teachers (target for GGHNP was 60) from disadvantaged schools attended the

KIP programme in GGHNP. (South African National Parks, 2005b, SANParks, 2006, SANParks, 2007b);

- Expanded learning environment: The programme provided learners and educators with the opportunity to expand their learning environment in GGHNP and to support the implementation of EE at schools. Pre and post teacher workshops, a pre-visit to schools for an introduction of the programme, pre-visit assignments for learners and ultimately a three day, two night visit by learners were conducted in GGHNP over three years (SANParks, 2005b, South African National Parks, 2006a, SANParks, 2007b);
- Activities presented in GGHNP were conducted in an interactive way. They were well organised and of high quality. (SANParks, 2007b, Appendix B, pp. 190 & 191 & Appendix C, pp. 206 to 210);
- Learner support materials were developed, adapted and aligned to be contextually relevant (GGHNP) and supportive of the school curriculum (Appendix C, pp. 208 to 211);
- The inclusion of curriculum linked, school-based activities (Appendix C & SANParks, 2005b, SANParks, 2006a & SANParks, 2007b);
- Awareness raising: 'Introduction to National Parks and Conservation is an interactive introductory PowerPoint presentation, a map and card game, which served to raise awareness about the environment (Appendix C, p. 207, table C.2);
- The development of competence and capacity of participating educators through developmental workshops. This took place in the pre-visit workshops, held before the park visits took place (Appendix C, pp. 204, 205). A post-visit workshop took the form of a participatory debriefing session, as well as a session on the strengthening of the understanding of where the 'Environment' is situated within the school curriculum;
- Strengthening school-based environmental management practices to contribute to whole school development. This took place when participatory schools in a particular year were registered in the following year by GGHNP for the internationally acclaimed Eco-Schools programme as part of a continuation of the programme to address issues in the whole-school-concept (SANParks, 2007b); and
- Sustaining the KIP visit as an 'intervention', by regular visits to schools, including schools on the park database, to distribute information about EE

related issues and events, as well as include schools in environmental calendar day celebrations.

The above areas can be traced back to the objectives of both the Environmental Education Policy document, and the KIP programme. This link proves that the KIP Partnership programme at GGHNP (and equally in other participating parks) has given impetus to the support and implementation of the organisational EE policies, thus contributing towards successful growth of EE as a specialised field of practice in contextualised park programmes.

From the KIP programme reports, it appeared that there was a clear progressive growth within the programme development in GGHNP from the initial year of presentation in 2005 to the third year of presentation in 2007 (Appendix C, pp. 196-198, SANParks, 2005b, SANParks, 2006a & SANParks, 2007c). This further indicated that, given the opportunity to participate in such a partnership programme like the KIP programme, where broad-based support is given in terms of all aspects of implementation of EE programmes, progressive and directed growth can be established through repetition and continuous review.


GGHNP developed strong EE programmes and practices due to historical and contextual processes (see discussion under analytical statement six). The above findings and discussions prove that a well monitored partnership programme, such as the KIP programme, could establish, boost and strengthen EE as a specialised field of practice in contextualised park programmes on a continuous basis. The KIP programme improved the learning resource materials and other park resources and equipment (Appendix B p. 190, 191 & Appendix A, pp. 167). This is true for all the other parks across SANParks that participated in the KIP programme (Appendix B pp. 187-192 & Appendix A, pp. 165, 166).

Thus, the deduction that can be made is that through directed development of partnership programmes, meaningful contributions are made towards successful growth of EE as a specialised field of practice in contextualised park programmes.

### **5.3 CONCLUDING SUMMARY**

Some of the emergent contours of EE as a field of practice in SANParks have been summarised in the 7 analytical statements made.. The development process' extended

period of time, can be attributed to a diverse array of internal and external influences, amongst which are national and organisational policy frameworks. Their role needs to be recognised, appreciated and taken cognisance of, in order to claim the earned leadership position that SANParks has established through years of experience and exposure within the specialised field of EE.



## CHAPTER 6: SUMMARY, FINDINGS AND RECOMMENDATIONS

### 6.1 INTRODUCTION

Investigations into the research question yielded a vast and rich body of information and evidence. This material, on further analysis led to findings and conclusions, which ultimately informed the recommendations made in section 6.3.

The research question was inspired by the marked increase, over the past three years, in the number of people participating in EE and related activities and initiatives. The participants range from adult visitors to school groups. The increase has been noted across the spectrum of National Parks and prompted the need to investigate how EE, as a field of practice, is developing in Parks in relation to the policy frameworks and guidelines developed and endorsed by the organisation.

The story that unfolded from the research investigation portrayed a strong historical development line (see section 5.2.1). The historical perspective is reflected in organisational documentation and also emerged during interviews with colleagues. This aspect has been comprehensively discussed in chapter 4. Through the investigation it became clear that the development of organisational and national policy frameworks, as well as other guideline documents, played a significant role in establishing EE as a recognised field of practice in SANParks (see section 5.2.2). The promulgation of legislation, such as the National Environmental Management: Protected Areas Act no. 58 of 2003 and various other policies reflect the trends and thinking of a democratic South Africa. This environment led to the emergence of more explicit processes and refined policies, which resulted in the establishment of more structured EE processes within SANParks. The above tendency was illustrated by using Popkewitz's theory, which found that education emerged within modernity (see section 1.3.1, section 2.11.1 & p. 103).

By investigating the development of EE related organisational policy and guideline documents, significant processes of recontextualisation were traced. Here international and national policy frameworks were recontextualised, and contributed towards creating an official pedagogic discourse (OPD) for EE in SANParks. Organisational policies and related documents, as part of the OPD contributed towards creating a pedagogic discourse of

reproduction through further recontextualisation. To illustrate these processes, Bernstein's theoretical framework was used (see section 1.3.2, 2.11.2 & pp. 104 & 116). The recontextualisation processes traced, illustrated that SANParks' organisational policy frameworks mirrored international and national policy frameworks. It is in this context that SANParks policy frameworks and guideline documents have a substantive position in terms of EE across national and international boundaries.

The research further established that change within the organisation, which was strongly influenced by the political change within South Africa, led to a shift in focus and approach to EE, and created diversity and complexity of responsibilities, and general uncertainty, especially amongst park practitioners at park level (see section 5.2.3).

Another strong occurrence with regard to park-based EE programmes and activities that surface in the research study, was the contextualisation of EE programmes and the existence of a 'curriculum in practice' at park level. Cornbleth's critical curriculum approach was used to explore and explain the meaning of the critical perspective taken on curriculum construction and change efforts (Cornbleth, 1990). The critical perspective in the research study included the questioning of appearances and taken-for-granted practices, and examining assumptions and implications thereof (Cornbleth, 1990, section 1.3.3, section 2.11.3 & pp. chapter 5, 116, 119). This occurrence constituted itself strongly in the finding that EE in SANParks is prolific across parks, especially given the contextualised approach towards programme development and practices (see 5.2.4).

Despite the current approach in EE, which views the contemporary environment as a dynamic system of interacting components within the bio-physical world, where political, social and economic factors can no longer be separated and treated in isolation, EE in SANParks still largely focuses on the biophysical component of the environment (see section 5.2.5). This could be attributed, to a great extent, on historically inherited practices in parks, as well as the absence of staff with the specialised knowledge to embrace and espouse a holistic view of the environment (pp. 119, 120).

The research further found that historical and contextual processes associated with specific parks, have strongly characterised the EE programmes and practices in those parks (see section 5.2.6), while well managed and monitored partnership programmes, such as the

Kids in Parks programme, have contributed towards, and enhanced the growth of EE as a specialised field of practice in contextualised park programmes (see section 5.2.7).

The overall impression of the study is, however, dominated by the realisation that EE in SANParks has a long, rich and firm development profile, shaped by various components, which places it in a strong position for further development within this specialised field of practice.

## **6.2 FINDINGS**

The identified components that shaped the development of EE in SANParks revealed themselves through the investigation of data from diverse sources. These components were discussed in the previous chapter using seven analytical statements as a basis for the discussion. The conclusions arising from these discussions are listed separately in relation to each of the analytical statements.

### **6.2.1 Changes within environmental education and related practices, led to the expansion, diversification and strengthening of the EE field of practice over time**

EE in SANParks has a long and rich development line that was inspired and backed by international and national initiatives, specifically with regards to integration of international and national policy processes in the formulation of SANParks EE policies (see 5.2.1 & 5.2.2).

The 1980's can be regarded as the watershed period, which bridged the gap between the 'Interpretation' and 'Environmental Education' fields in SANParks. EE staff were encouraged to become members of the newly founded EEASA. This interaction and the opportunity to network with specialists in the EE field, widened horizons and perspectives and informed practice in this field.

Partnerships were established and neighbouring communities were included in 'conservation education'. This involved SANParks in EE initiatives beyond the boundaries of Parks in the early 1980's into the early 1990's (Milne, 1996). Milne (1996) refers to this as a meaningful period of progress into the 1990's. In 1994, Social Ecology placed the focus on empowering and benefiting neighbouring communities, and identified EE as one

of the key result areas in the Social Ecology (SE) Strategy. It further aimed to reconcile people and parks and to establish dialogue and mutually beneficial partnerships around a strategy of an educational, interdisciplinary and a participatory nature. This commitment aimed to ensure that national parks provided 'benefits beyond boundaries'. This new direction was influenced and inspired by political change in the country, as well as changing international trends in conservation, with an emphasis on the 'people and parks' approach.

In 2003, the People and Conservation (P&C) Division was established and elevated to a full division with a seat on the Executive Committee of SANParks. This change broadened the scope of the SE Unit by instilling values of stewardship of the environment and by raising awareness of conservation issues, such as concentrating its constituency building on schools, communities around parks, employees and the general South African public. The change from SE to P&C can be seen as an evolutionary process where characteristics were adapted and shaped according to the influence of external factors, for example, national legislation that required an increased involvement of communities and a more integrated view of the environment.

***Findings:***

- *Changes in practice over time provided increased depth in environmental education and related processes and created multiple opportunities for SANParks staff to gain experience and exposure;*
- *SANParks staff in general are unaware of the long history of development in environmental education in SANParks, and do not appreciate the significance and importance of this field of practice in SANParks;*
- *Environmental education as a field of practice has inexplicably survived through a long period of changing and challenging times; and*
- *The survival and growth of EE through challenging times can be attributed largely to individuals in the organisation, with a passion and an inborn need to contribute towards environmental awareness, interpretation and education, and in so doing have carried the field of practice of environmental education through.*

### **6.2.2 Policy formulation contributed to the establishment of environmental education as a field of practice in a rapidly changing institution**

Three SANParks documents were produced were developed between 1981 and 1989 , highlighting the elements of a changing approach towards interpretation. It moved from a relatively narrow definition of interpretation to a more inclusive, broader view of the environment as encompassed by EE. Sharpe (as cited in Milne, 1996, p. 98) stated that it is difficult to totally separate interpretation and EE, and that EE should not be a substitute but an extension of interpretation. This illustrates that there is a definite interrelatedness between the two fields that were referred to at different times in SANParks.

Within the time period between 1999 and 2005 there was a 'concentrated' development of policies, directives, strategies and guideline documents in a rapidly changing institution. People were exposed to new challenges within change and were grappling with new concepts and directives. In addition, these changes came from several platforms. These rapid changes created an urgency to formalise, define and explain the strategies and actions that needed to be put in place in order to enable people in the organisation to understand the mission and motives that would make it possible to move forward. The documents, which appeared, had been informed, compiled and shaped by a variety of internal and external processes, as well as by input from national, international, and internal stakeholders. Documentation was linked to national policies and legislation and organisational guideline documents (see 5.2.2.1). The resulting documentation displays a richness that comes from an open, consultative development process. The analysed documents provided an invaluable source of information with regard to tracking the historical development of EE in SANParks. It tracks the change in 'departments' from Information Department, to the SE Unit, and to the P&C Division, as well as the occurrence and development of EE within these eras (see section 4.2.3).

It was mainly individuals at Head Office who developed the policies and other guideline documents between 1999 and 2005 in the SE and People and Conservation eras. Again, it was mainly individuals who developed the three documents that were developed between 1981 and 1989. These managers had certain areas of responsibility and needed to create formalised processes within given time frames. These documents were not distributed to all levels of the organisation, and this led to a lack of ownership and actual knowledge of

policy documents that is required to inform proper integration and implementation of EE practices in parks (p. 109).

**Findings:**

- *Policies and related guideline documents were enriched by the variety of internal and external 'policies and processes' that informed the establishment of policy frameworks within SANParks (an indication of recontextualisation of the generative regulating discourse, creating an official pedagogic discourse in SANParks);*
- *Policies and related guideline documents encapsulate invaluable information on the historical development processes of environmental education, in terms of recognising and referring to previous processes, gauging the trend of the time and accommodating future development;*
- *Policies and related guideline documents were developed in isolation, mainly by managers, while practitioners did not participate in the process. This resulted in superficial knowledge of policies and guideline documents that creates a lack of ownership;*
- *Practitioners are aware of the existence of policies and related guideline documents, but there is little in depth knowledge of the range of applicable policies, which in turn impacts on implementation; and*
- *EE policies and related guideline documents in SANParks are well established and represented, in terms of the specialist EE field of practice.*

**6.2.3 Changing Head Office policies created diversity, complexity and uncertainty within the field of environmental education**

The radical change in focus from the dissemination and transfer of information, to a people centred focus in the contemporary approach to SE in parks, changed people's worlds. They were unfamiliar and uncomfortable with the new concepts within this field. There was a fairly large component of staff at managerial level that were reluctant to the change, as they were required to move out of their 'comfort-zones' of set and familiar ways of doing. The lack of commitment to change, led to delays in the implementation of the new SE approach. The change in institutional and departmental policy focus, also created challenges at implementation level due to uncertainty and unfamiliarity within the new proposed approaches towards EE. The restricted understanding of the term 'environmental

education' within its holistic approach, in comparison to the previous known 'information and interpretation' approach, also caused tension. There was the perception that EE was introduced in order to substitute the field of interpretation (p. 132). Naming the act of sharing information and knowledge of the environment in an attempt to ensure its sustainability and survival, is immaterial. This is because the basic elements of the environment stay the same and the 'time'-component often adds to expansion within the field through exposure, and the introduction of new concepts.

Notwithstanding the unevenness that was created through different change-components across SANParks, EE proved to be the area in SE and later P&C that received the highest percentage of time in park related practices. 'Environmental education', in its array of appearances is surviving and showing continuous growth (p. 113).

***Findings:***

- *The insecurity created by the change in focus of institutional and departmental policy, led to a delay in the implementation of the new, broadened direction that environmental education had taken; and*
- *Existing practices of environmental education and related activities, that were built up in parks over many years of development, continued and prevailed throughout the trying times of change, reluctance, confusion and name changes.*

**6.2.4 Environmental education practices are prolific across parks, especially in terms of a contextualised approach towards programme development and practices**

EE activities in parks were rated highly by Park Managers and were also valued as an important operational function within the P&C Departments in Parks (see section 5.2.4). Annual statistics of the past two years (see section 1.1) have shown rapid growth.

In the February 2008 Statistics for EE related programmes and activities in parks, 21 of the 22 national parks reported on EE activities within their parks (SANParks, 2008).

Reports from parks on the inclusion of components of the SANParks EE Policy document on prioritising the provision of EE in parks, providing excellent opportunities for implementing environmental learning and committing to the alignment of park programmes

with the national school curriculum, were well represented by park practitioners across parks. This was proved that policy components were recognised at park implementation level and that there was an active drive in parks to enhance programmes and activities to the level of the expectation of the policy. There is no way to determine to what extent this is taking place.

Parks had developed their own EE “curricula”, which linked directly and/or indirectly to the curriculum within the broader SANParks context, using and interpreting components of policy and other guideline documents.

People in parks were implementing a ‘curriculum in practice’ approach – initiating programmes and activities through interpreting their park environments in terms of what they perceive to be the most evident and important to do – incorporating aspects of policies and guideline documents. Contextualising park programmes and practices led to a variety in the themes, in the development of learning resource materials, and in the style of presentation. This variety added a richness to EE programmes across parks.

***Findings:***

- *The management component across parks, recognises the existence of an Environmental Education Policy and values EE as an important operational function;*
- *Park practitioners were selectively implementing components of the EE policy especially in relation to the alignment of programmes with the school curriculum;*
- *Parks were implementing ‘curricula’ unique to their parks, linking directly and indirectly to the broader SANParks context and relating to policy frameworks (an indication of a second phase of recontextualisation where a pedagogic discourse of reproduction is created); and*
- *The EE curriculum in parks is mainly contextually shaped, and presents itself as ‘curriculum in practice’, within the broader framework of the policy.*

**6.2.5 The biophysical component of the environment is still dominant in environmental education programmes and practices in SANParks**

The SANParks EE Policy document (2005) includes a comprehensive component of ‘Understanding Environment – A Broader View’. Thus the awareness and guidelines in

terms of this approach have been formally encapsulated in the most recent EE Policy document of SANParks. However, themes, programmes and activities compiled and presented in parks, still focus heavily on the biophysical components. This approach is often justified in terms of the SANParks mandate, which emphasises 'conservation'. For many years the focus of 'interpretation' of the environment fell mainly on the biophysical components and practitioners still tend to concentrate on the tangible components of the biophysical environment (see section 5.2.5).

It also appeared that staff working in parks on EE, showed little understanding of the contemporary approach to EE as a specialist field of practice. One of the main reasons is probably that people inherit and utilise existing programmes and resource materials that they encounter in parks. This lack of proactive change can be as a result of limited initiative, lack of knowledge and experience, or not realising what the scope, potential or complexities inherent in the implementation of EE programmes and initiative entails (pp. 118, 119). Only a small percentage of staff members practising EE in parks have formal training or a background in the specialised EE field (p. 118).

It is evident, however, despite all the obstacles and challenges (p. 120), that there has been a slow evolving developmental process within EE in SANParks. This proves that EE is a dynamic process, even though people and processes in parks are moving more slowly than national and organisational policy frameworks indicate. Over the past 15 years, EE in SANParks has moved from exhibits, slide shows, photography and outdoor activities based on the biophysical component of the environment, to a broader field of practice. This practice has a much clearer educational focus, grounded strongly in the policy processes and frameworks (p. 120).

***Findings:***

- *The environmental education programmes in SANParks are still focussed predominantly on the biophysical aspects of the environment;*
- *The majority of EE staff in SANParks do not have an understanding of the constantly developing EE specialist field of practice;*
- *Inherited ways of doing led to stagnation and cyclic repetition of the environmental education processes in SANParks;*

- *Few EE staff members in SANParks have had formal training within the field of environmental education as a specialist field of practice; and*
- *The slow evolving process of environmental education in SANParks needs to be seriously formalised as a specialist field of practice in accordance with the SANParks EE Policy (2005).*

### **6.2.6 Historical and contextual strengths can provide for progressive development of environmental education programmes and practices in a park**

From the case study of Golden Gate Highlands National Park (GGHNP) it can be concluded that there are definite situations and circumstances that can result in the establishment of EE practices that may be considered to be above the norm. In GGHNP the development of EE programme in the early 1980's, became evident as a result of their exposure to national EE trends, which influenced local practice. This situation has prevailed, due to a number of reasons:

- sound managerial support;
- the awareness of developments within the EE field;
- the development of the EE centre;
- the establishment of the National Youth Symposium in the Park;
- the physical context of the park, which allows for outdoor programmes and activities; and
- the fact that the EE support staff have managed to continue with the development of EE programmes and activities in the park (see section 5.2.6).

#### ***Findings:***

- *Historical and contextual aspects can contribute towards the development of environmental education processes in a park, subject to opportunities that arise, and the continuity of support for the programme; and*
- *Supportive management structures and staff capacity within a park can encourage and ensure sound development of environmental education processes.*

### **6.2.7 Directed development of partnership programmes contributes towards successful growth of environmental education as a specialised field of practice**

The project proposal for the Kids in Parks (KIP) partnership programme endorses the clear educational perspective of the SANParks EE Policy document (2005). This partnership programme enables many parks to implement meaningful EE programmes successfully, as well as to establish a sound point of departure for progressive and continued EE development. The resources to implement this programme are forthcoming from the partnership, and enable Parks to interact with schools and build sound relationships in their communities.

The KIP programme has contributed enormously towards the creation of opportunities for parks to accommodate schools, both practically and logistically, as well as in the development and acquisition of learning support materials. Without funding, these aspects are more often than not the obstacles that prohibits parks from being more proactive in the development of EE processes in Parks.

In the case of GGHNP, which has been part of the KIP programme for three consecutive years, it is clear that there has been progressive growth in the Golden Gate programme itself. It is also true for the general development processes of EE programmes and activities within SANParks (see section 5.2.7.1).

#### ***Finding:***

- *Partnership programmes, like the Kids in Parks programme, which are managed and implemented in a controlled and regulated way, contribute largely to the development of environmental education processes in SANParks, as well as the establishment and expansion of organisational policies.*

### **6.3 RECOMMENDATIONS**

The following section represents a summary of recommendations that came from discussions and conclusions mentioned or implied earlier in the text. These recommendations were developed from my reading of the data in the normal course of duties as a Regional Manager of the Northern Cluster of Parks, as well as from a concerned interest stemming from my dedication to and passion for EE. They reflect how I

will use the research to inform and strengthen my EE practice, as well as interact with EE and management colleagues to do the same across the SANParks system.

**6.3.1 Strong Leadership is crucial to further development in the specialist field of environmental education in SANParks** – A knowledgeable expert, with broad national and international experience in the development of EE as a specialist field of practice is required to give strategic direction. This would entail building on existing structures in the organisation, by providing direction and guidance, developing knowledge and skills, establishing new concepts, making room for discussion, and adapting programmes to reflect the context of the organisation.

**6.3.2 The long, historical development line of environmental education in SANParks should be recognised and acknowledged** – In order for EE in SANParks to develop methodically, staff members should be informed about the origin and development of EE in the SANParks context. It is important to understand the past practices with their pain and pleasures, in order to contextualise and capitalise on current practices. A united approach would ensure a sound and concrete future with an all-inclusive scope of success.

**6.3.3 Policies need to be developed in a participatory and inclusive manner** – In order to effectively implement policies, there needs to be a general ownership and understanding of policies and related documentation. If practitioners contribute towards the development of meaningful and informed policies and guideline documents in a participatory manner, this will lead to a shared responsibility, ownership, as well as a sound knowledge of policies and related documents.

**6.3.4 Policies need to be familiar and accessible tools at operational and implementation levels** – Policy components need to be integrated into strategies at operational and implementation levels. Staff need to develop an in depth knowledge of the policies to enable them to implement these with ease. It is important that policies and other guideline documents are easily accessible, available and distributed to all applicable levels of the organisation.

**6.3.5 Changing foci within the organisation, need to be clear and significant to staff working within specialised fields of practice** – Staff at grass root level working with the implementation of organisational policies and practices cannot function or adapt to

changing foci if they are not informed and capacitated to understand and practice new ways of thinking and doing. These staff members can be successful information and transformation mechanisms for the dispersal of new concepts, only if they are capacitated to do so. If not, changing processes can be greatly delayed.

**6.3.6 Environmental education across SANParks needs to be viewed as a holistic field of practice** – All contributing areas and variations of the field of practice within EE, internationally, nationally and organisationally need to be seen within the broader context of environmental learning. EE processes necessitate a reorientation in education, and require a deeper insight into pedagogical practices, environmental issues and risks, and the ability to bring these insights together (SANParks, 2005a). Less emphasis should be placed on terminology, and more attention should be given to accommodating environmental issues within the framework of all the contributing and interacting components within the environment, for example, biophysical, social, economic and political.

**6.3.7 Existing environmental education practices in parks, with the components of past practices, need to be reviewed in terms of the existing SANParks Environmental Education Policy of 2005** – The numbers of participants in EE programmes and activities across National Parks are increasing annually, but currently there is no organisational monitoring and evaluation process for the reflection on, and/or standardisation of EE programmes and practices. EE and related programmes and practices are strong in most parks, especially with regard to contextually shaped programmes. There is thus a need for a review process to take this occurrence into account and assist in re-kindling and shaping these valuable contextualised programmes in accordance with the existing policies and guideline documents of SANParks.

**6.3.8 The management component in parks needs to be fully aware of the value of the development processes and policies of environmental education as a specialist field of practice in SANParks** – It is clear that where Park Managers recognise the existence and value of EE programmes and practices in their parks and show an understanding for these, definite support structures exist, as well as a willingness to further develop and support this key focus area of P&C in the parks. Often, however, the strength of Park Managers lies in conservation management and income generating functions within their business units. The intangible value that EE holds for a park becomes of secondary importance.

**6.3.9 Operational staff in parks need more specific training in the specialist field of environmental education** – Due to the wide spectrum of key focus areas within the P&C Division in SANParks, a relatively small component of staff involved in EE have specific training in this specialist field. Often, people with either natural science or conservation backgrounds, social science or education backgrounds, fill P&C positions – few have EE backgrounds specifically. This situation results in a lack of understanding of this specialist field. Staff need to be continually capacitated and updated in terms of EE as a specialist field of practice, since EE is a dynamic process due to a rapidly changing ‘environment’.

**6.3.10 Existing strength in environmental education in SANParks need to be identified and utilised to determine a way forward**– There are existing structures in SANParks that are functioning relatively well in terms of the current SANParks EE Policy and other guideline documents. There are also individuals within these structures that have training and expertise that can be utilised within the review processes to strengthen EE in SANParks. These sources could be used to assist in determining a way forward and to research possibilities to establish SANParks as a leader in ‘Environmental Education’, in both the national and international arenas.

**6.3.11 Environmental education in SANParks needs to be ‘marketed’ and familiar to all SANParks staff as a specialised field of practice** – Many people know about interpretation and EE within SANParks, but few understand the broader concept of understanding the environment as a social construct with interacting and interdependent facets. If people do not know and understand that the biophysical world forms the basis for economic and social development, with numerous interactions between political, economic, social and biophysical dimensions, they are not going to be able to accommodate or appreciate it.

**6.3.12 More partnership programmes that encourage and strengthen environmental education practices and programmes in SANParks, in alignment with policy and guideline documents, need to be explored** – The KIP partnership programme, which has been in implementation over the past three years in 15 parks, has enhanced a number of the SANParks EE policy objectives. This includes building good relations with stakeholders, aligning EE park programmes with the school curriculum, supporting educators’ capacity building in terms of resource use, and initiating a follow-up programme for schools where

whole school development and community involvement is encouraged. There is, however, a need to ensure continuity of these meaningful interactions with surrounding communities. A major organisational challenge in this regard is that such interactions are largely dependent on financial and logistic support, which may be lacking in SANParks, but can be accommodated by partners.

#### **6.4 FURTHER RESEARCH**

In the process of comprehending the research data and results, it became evident that there is a need for a process to establish a better understanding of EE as a field of practice in SANParks, as well as a larger core of specialists within the field. The following research questions occurred as possibilities that might be able to contribute to the further development of EE as a field of practice in SANParks:

- How do non -formal education organisations, such as SANParks, ensure the recruitment, development and sustainability of professional and caring environmental educationists?
- How can tertiary institutions diversify and adapt applicable qualifications (such as the Diploma in Nature Conservation or general training in Education) to include a solid component of EE as a specialist field of practice, in order to produce a knowledgeable pool of environmental educationists?

#### **6.5 REFLEXIVE REVIEW OF THE RESEARCH PROCESS**

To enable me to understand the development of EE in SANParks, it was crucial to look at how the development process shaped the field of practice into what it has become. The research field turned out to be very large, and delivered a very large quantity of data making the process of representing and interpreting the data challenging within the scope of a half thesis dissertation. A narrower or more focused approach would have compromised the detail necessary to analyse the recontextualising complexities within policy and practice.

From the rich and diverse data, it became evident that the development of EE as a field of practice has a long and rich development line, which was clearly influenced by history and

change. This is reflected in organisational policies and guideline documents, and the initiatives people had taken to keep EE alive in parks, that is, creating a curriculum in practice, with contextualised park programmes.

To explain these different occurrences, I made use of three educationists' conceptual constructs of frameworks:

- Popkewitz's insights allowed me to draw parallels between his observation on the rise of education in modernity, and the rise of more explicit and refined policies and legislation in the democratic era of South Africa. This contributed to the establishment of more structured EE processes within SANParks over the past few years. The SANParks Social Ecology Policies and P&C EE Policy documents were prominent examples, wherein the necessary education interventions were established and shaped.
- Bernstein's framework allowed me to recognise the recontextualisation processes that took place from the International Field (International events and documents) and Field of State (the Constitution and other National Acts and Policies), which acted as the generative regulating discourse (GRD), where discourses from the field of production were appropriated within the official recontextualising field (ORF). From this an official pedagogic discourse (OPD) was created and transformed into a pedagogic discourse and recommendations, through the formulation of organisational policy frameworks in SANParks (Social Ecology Policies, Environmental Interpretation and Education (EIE) Strategy Documents and EE Policy document). This recontextualising process took place at a corporate level where people in managerial positions were creating policies.

At park level it appeared that park practitioners were interpreting selective components of the EE Policy and other guideline documents. This interpretation was based on their perception of what the most evident and important aspects of their parks were. This interpretation and implementation of policies and guideline documents can be seen as a "second" phase of recontextualisation according to Bernstein's framework. It is where the OPD (EE Policy and other guideline documents) is recontextualised within the pedagogic recontextualising field (PRF), and a pedagogic discourse of reproduction is created at park (implementation) level.

- Cornbleth's theory was encountered at park level. Her theory postulates that 'curriculum' is what actually happens in 'practice' through an ongoing social process consisting of interactions involving learners, teachers, knowledge and milieu, and that 'curriculum as practice' cannot be understood properly or changed significantly without the necessary attention given to setting or context. At park level, people were working with what they perceived to be important in the contexts of their different parks through interactions with their programme participants. It was based on the existing knowledge available in the parks, and the background and setting of the park. This was not always necessarily directly linked to current policy objectives and procedures, but it was an ongoing process of contextualisation of 'information' available – a curriculum in practice.

These theoretical frameworks enabled me to recognise, apply and explain certain processes and occurrences that had taken place and that had contributed towards the development of EE as a field of practice in SANParks. These frameworks could be of use to further reviews of the discourses in the ongoing development of EE as a field of practice in SANParks.

## **6.6 CONCLUDING SUMMARY**

EE has been defined as one of the key responses to environmental degradation because it facilitates and provides active learning opportunities that are likely to promote sustainable living. Therefore, EE can be an ideal tool in SANParks to address these complexities within the context of conservation in a world under threat of over-consumption and severe degradation: "For environmental education, central within any understanding of the environment are people, who both contribute to, and experience much of current degradation" (Janse van Rensburg and Taylor, 1993).

The process of EE development in SANParks has been historical, actual, dynamic and uneven in many respects. Ultimately, the development process in relation to policy frameworks can be summarised in a concluding statement: EE in SANParks is at a crucial development stage, where all the development processes of the past, present and future need to be synthesised, recorded and communicated. This would enable an objective and holistic review of the current programmes and practices, as well as the SANParks EE Policy and other guideline documents. It is possible, through a participatory process, to

create a dynamic strategy for EE as a specialised field of practice in SANParks. In so doing, EE in SANParks will reach its full potential and claim the leadership position that it has been developing towards over the past few decades.

This would only be possible if EE in SANParks moves to another level of operation and implementation, in relation to current policy frameworks, trends and practices and makes use of more directed opportunities within this dynamic field of development. EE in SANParks therefore needs a major injection of new energy and professionalism, as the danger of stagnation lingers. This could be achieved by acquiring the necessary leadership skills within this field of practice in SANParks, which would encourage, enhance and accelerate the further crucial development process of EE in the organisation.

SANParks has a wide and recognised international reputation as a leading conservation organisation. The platform therefore certainly exists to make use of these links and other resources that would help put the organisation on the map as a world authority on EE for protected areas. However, to enable this process to take place, the strategy would have to change remarkably. We, in SANParks are not thinking big enough. We need to share more ideas and gain more insight into what is going on elsewhere in the world, in similar situations and areas. SANParks has the ability to take such a lead, but at the moment has little to offer, as there is no 'united front'. There are isolated cases where such transformation is possible, and there are individuals who show good potential in this respect, but who are unable to establish this transformation at present.

Whatever is said and done, the fact remains that EE in SANParks has proven to be a hard-liner through many years of trials and errors. The status quo of the current existence of EE could therefore be upheld and practices and programmes will continue, whether change-efforts are applied or not. The fact is that knowledge exists that there is so much more to explore, to offer and to develop within this field of practice, if the challenge to further growth and development in all its dimensions is taken up, and pursued.

## LIST OF REFERENCES

- Apple, M. W.** (2002). Does education have independent power? Bernstein and the question of relative autonomy. *British Journal of Sociology of Education*, 23(4), 607-615.
- Apple, M. W.** (2003). Competition, knowledge and loss of educational vision. *Philosophy of Music Education Review*: 11(1)3-22. Retrieved April 30, 2007 from [http://muse.jhu.edu/demo/philosophy of music education review/v011/11.1apple.pdf](http://muse.jhu.edu/demo/philosophy%20of%20music%20education%20review/v011/11.1apple.pdf)
- Bassey, M.** (1999). *Case study research in educational settings*. Buckingham: Open University Press.
- Berg, B. L.** (1998). *Qualitative research methods for the social science* (3<sup>rd</sup> ed.) Boston, MA: Allyn and Bacon.
- Bernstein, B.** (1990). *The structuring of pedagogic discourse: Vol IV Class, codes and control*. London: Routledge.
- Bernstein, B.** (1996). *Pedagogy, symbolic control and identity: Theory, research , critique*. London: Taylor and Francis.
- Bloor, M., & Wood, F.** (2006). *Keywords in qualitative method: A vocabulary of research concepts*. London: Sage.
- Cohen, L., Manion, L., & Morrison, K.** (2005). *Research methods in education* (5<sup>th</sup> ed.) London: Routledge/Falmer
- Connole, H.** (1998). The research enterprise. In *Research methodologies in education*. Study guide. Geelong: Deakin University.
- Cornbleth, C.** (1990). *Curriculum in context*. London: Falmer Press.
- Denzin, N.K., & Lincoln, Y.S.** (Eds). (2000). *Handbook of qualitative research* (2<sup>nd</sup> ed.). Thousand Oaks, Calif.: Sage

**De Vos, A. S., Fouche, C. B., Poggenpoel, M., Schurink, E. W., & Strydom, H.** (1998). *Research at grass roots*. Pretoria: J. L. van Schaik.

**Encarta Dictionary** (2004). Retrieved on May 12, 2007 from <http://.msn.co./encnet/features/dictionary/dictionaryhome.aspx>

**Ferreira, M., Mouton, J., Puth, G., Schurink, E., & Schurink, W.** (1988). *Introduction to qualitative research*. Module 3. Pretoria: Human Research Council.

**Hugo, W.** (2004). Pedagogic hierarchies: Plato and Bernstein. *Journal of Education*, 34, 103-126. Retrieved on April 30, 2007, from <http://www.ukzn.ac.za/joe/JoEPDFs/joe%2034%20hugo.pdf>

**Irwin, P.** (1990). The concept of environmental education and the development of environmental education in South Africa. *Southern African Journal of Environmental Education*, 11, 3-6.

**Irwin, P.** (2001). *Document analysis*. Course notes, research methods course. Rhodes University, Grahamstown.

**Irwin, P., & Lotz-Sisitka, H.** (2005). A history of environmental education in South Africa. In C. Loubser (Ed.), *Environmental education: Some South African perspectives* (pp. 35-56). Pretoria: Van Schaik Publishers.

**Janse van Rensburg, E., & Lotz, H.** (Eds.). (1998). *Enabling environmental education as a cross curricular concern in outcomes-based learning programmes*. Howick: Sharenet.

**Janse van Rensburg, E., & Taylor, J.** (Eds.). (1993). *The environment, development and environmental education*. Howick: Sharenet.

**Janse van Rensburg, E.** (2001). *An orientation to research*. Research methods course notes 2001. Environmental Education Unit, Rhodes University, Grahamstown.

**Janse van Rensburg, E., Ashwell, A., & Sisitka, L.** (2002). *Environmental interpretation and education for a conservation context*. Source file SANParks environmental interpretation and education course 2002. Environmental Education Unit, Rhodes University, Grahamstown.

**Kachilonda, D.** (2004). *An investigation of local community contributions to the Malawi College of Fisheries curriculum: A case study focussing on the Chambo fishery*. Unpublished master's thesis, Rhodes University, Grahamstown.

**Keeley, J., & Scoones, I.** (2003). *Understanding environmental policy processes: Cases from Africa*. London: Earthscan Publications.

**Koul, L.** (1984) *Methodology of educational research* (2<sup>nd</sup> ed.) New Delhi: Vikas.

**Lotz-Sisitka, H.B.** (2004). *Interactive text: A map of curriculum concepts, approaches and narratives that shape environmental education processes*. M.Ed course notes, Rhodes University, Education Department, Grahamstown.

**Lotz-Sisitka, H., & Raven, G.** (2001). *Active learning in OBE: environmental learning in South African schools*. Report of the National Environmental Education Project General Education and Training Pilot Research Project, Department of Education, Pretoria.

**Loubser, C.** (2005). Environmental education in the non-formal sector. In C. Loubser (Ed.), *Environmental education. Some South African perspectives* (pp. 154-161). Pretoria: Van Schaik Publishers.

**Lupele, J.** (2002). *Action research case studies of participatory materials development in two community contexts in Zambia*. Unpublished master's thesis, Rhodes University, Grahamstown.

**Milne, I. B.** (1996). *An investigation into the development, principles and practice of environmental interpretation in South Africa: A case study of the National Parks Board*. Unpublished master's thesis, Rhodes University, Grahamstown.

- Moore, K., & Masuku van Damme, L.** (2002). The evolution of people-and-parks relationships in South Africa's natural conservation organization. In E. Janse van Rensburg, J. Hattingh, H. Lotz-Sisitka & R. O'Donoghue (Eds.) *Environmental education, ethics and action in southern Africa* (pp. 61-73). EEASA Monograph. Pretoria: HSRC.
- Nangu, N.C.** (Undated). *Environmental education programmes at Golden Gate*. Teacher's workshop presentation, Golden Gate Highlands National Park.
- National Environmental Education Project-General Education and Training.** (2004). *Partnerships to support environmental learning*. National Environmental Education Project for General Education and Training. Howick: Share-Net.
- National Parks Board.** (Undated). *Social ecology*. National Parks Board, Pretoria.
- National Parks Board.** (1960). *Annual report, 34<sup>th</sup> of the National Parks Board of Trustees*. 1 April 1959 – 31 March 1960. National Parks Board, Pretoria.
- National Parks Board** (1961). *Annual report, 35<sup>th</sup> of the National Parks Board of Trustees*. 1 April 1960 – 31 March 1961. National Parks Board, Pretoria.
- National Parks Board.** (1984). *Annual report, 58<sup>th</sup> of the National Parks Board of Trustees*. 1983 – 1984. National Parks Board, Pretoria.
- National Parks Board.** (1991). *Annual report, 65<sup>th</sup> of the National Parks Board*. 1990 – 1991. National Parks Board, Pretoria.
- National Parks Board.** (1995). *Annual report of the National Parks Board*. 1994 – 1995. National Parks Board, Pretoria.
- National Parks Board.** (1997). *Annual report of the National Parks Board*. 1996 – 1997. National Parks Board, Pretoria.
- Nasionale Parkeraad.** (1964). *Jaarverlag, 39ste van die Raad van Kuratore vir Nasionale Parke*. 1963 – 1964. Nasionale Parkeraad, Pretoria.

**Nasionale Parkeraad.** (1970). *Jaarverslag, 44ste van die Raad van Kuratore vir Nasionale Parke.* 1969 – 1970. Nasionale Parkeraad, Pretoria.

**Nasionale Parkeraad.** (1980). *Jaarverslag, 54ste van die Raad van Kuratore vir Nasionale Parke.* 1979 – 1980. Nasionale Parkeraad, Pretoria.

**Nasionale Parkeraad.** (1981a). *Beplanning ten opsigte van die Raad se Inligtingsaksie vir die onmiddellike toekoms.* Nasionale Parkeraad, Pretoria.

**Nasionale Parkeraad.** (1981b). *Inligtingsaksie van die Nasionale Parkeraad.* Nasionale Parkeraad, Pretoria.

**Nasionale Parkeraad.** (1982). *Jaarverslag, 56ste van die Raad van Kuratore vir Nasionale Parke.* 1981 – 1982. Nasionale Parkeraad, Pretoria.

**Nasionale Parkeraad.** (1983). *Jaarverslag, 57ste van die Raad van Kuratore vir Nasionale Parke.* 1982 – 1983. Nasionale Parkeraad, Pretoria.

**Nasionale Parkeraad.** (1985). *Jaarverslag, 59ste van die Raad van Kuratore vir Nasionale Parke.* 1984 – 1985. Nasionale Parkeraad, Pretoria.

**Nasionale Parkeraad.** (1987). *Jaarverslag, 61ste van die Nasionale Parkeraad.* 1986 – 1987. Nasionale Parkeraad, Pretoria.

**Nasionale Parkeraad.** (1989). *Multi-kulturele omgewingsopvoeding.* Nasionale Parkeraad, Pretoria.

**Nasionale Parkeraad.** (1992). *Jaarverslag van die Nasionale Parkeraad.* 1991 – 1992. Nasionale Parkeraad, Pretoria.

**Nasionale Parkeraad.** (1993). *Jaarverslag van die Nasionale Parkeraad.* 1992 – 1993. Nasionale Parkeraad, Pretoria.

**Nasionale Parkeraad.** (1994). *Jaarverslag van die Nasionale Parkeraad.* 1993 – 1994. Nasionale Parkeraad, Pretoria.

- Neves, I., & Morais, A.** (2001). Texts and contexts in educational systems. Studies of recontextualising spaces. In A. Morais, I. Neves, B. Davies, & H. Daniels (Eds), *Towards a sociology of pedagogy: The contribution of Basil Bernstein to research* (pp. 223-249) Retrieved on April 30, 2007, from [http://essa.fc.ul.pt/ficheiros/artigos/livros/2001\\_textsandcontextsineducational.pdf](http://essa.fc.ul.pt/ficheiros/artigos/livros/2001_textsandcontextsineducational.pdf)
- O'Donoghue, R., & Moore, K.** (2003) *Status Report Environmental Interpretation and Education in South African National Parks*. South African National Parks, Pretoria.
- O'Donoghue, R. (2007).** (Tools for planning reflexive social learning). M Ed lecture notes, Rhodes University, Education Department, Grahamstown.
- Patton, M. Q.** (1990). *Qualitative evaluation and research methods* (2<sup>nd</sup> ed.) London, Sage.
- Popkewitz, T. (Ed.)** (2000). *Educational knowledge: Changing relationships between the state, civil society and the educational community*. New York: State University of New York Press.
- Ramsarup, P.** (2005). *Cases of recontextualising the environmental discourse in the National Curriculum Statement*. Unpublished master's thesis, Rhodes University, Grahamstown.
- Sadovnik, A. R.** (1991). Basil Bernstein's theory of pedagogic practice: a structuralist approach. *Sociology of Education*, 64 (January), 48-63.
- Sanders, M., & Nduna, B.** (2007). So what's the curriculum all about? In H. van Rooyen & J. de Beer (Eds.), *Teaching science in the OBE classroom* (pp. 11-31). Braamfontein: Macmillan.
- Singh, P.** (2002). Pedagogising knowledge: Berstein's theory of the pedagogic device. *British Journal of Sociology of Education*, 23(4), 571-581.

- Southern African Development Community Regional Environmental Education Programme.** (2002). *Southern African Development Community Regional Environmental Educational Programme Document, 2002*. Share-Net, Howick.
- South Africa.** (1982). *International conference on environmental education*, held at Treverton College, Mooi River, 03 to 08 April, Mooi River.
- South Africa.** (1996). *The constitution of the Republic of South Africa*. Pretoria: Government Printer.
- South Africa. Department of Education.** (2002). *Revised National Curriculum Statement: Overview*. Pretoria: Department of Education.
- South African National Parks.** (1997). *Annual report of South African National Parks. 1996 – 1997*. South African National Parks, Pretoria.
- South African National Parks.** (1999). *Social ecology Policy document and operating manual*. South African National Parks, Pretoria.
- South African National Parks.** (2000a). *Towards a SANParks strategy for environmental education and interpretation January 2001 to December 2003*. South African National Parks, Pretoria.
- South African National Parks.** (2000b). *Visions of change: Social ecology and South African National Parks*. South African National Parks, Pretoria.
- South African National Parks.** (2000c). *Towards best practice communities and conservation*. Conference proceedings. 15-19 May, Berg en Dal, Kruger National Park. South African National Parks, Pretoria.
- South African National Parks.** (2001). *A social ecology policy for South African National Parks*. South African National Parks, Pretoria.
- South African National Parks.** (2002a). *Social ecology policy*. South African National Parks, Pretoria.

- South African National Parks.** (2002b). *Environmental interpretation and education strategy document second draft*. South African National Parks, Pretoria.
- South African National Parks.** (2003). *Status report of environmental interpretation and education in SANParks*. South African National Parks, Pretoria.
- South African National Parks.** (2004a). *Kids in parks proposal document*. South African National Parks, Pretoria.
- South African National Parks.** (2004b). *Memorandum of understanding. Kids in Parks Programme*. South African National Parks, Pretoria.
- South African National Parks.** (2005a). *People and conservation policy statement: Environmental education*. South African National Parks, Pretoria.
- South African National Parks.** (2005b). *Kids in Parks programme report*. Golden Gate Highlands National Park.
- South African National Parks.** (2006a). *Kids in Parks programme report*. Golden Gate Highlands National Park.
- South African National Parks.** (2006b). *People and conservation annual survey: 24 January 2006*. South African National Parks, Pretoria.
- South African National Parks.** (2007a). *South African National Parks annual business plan for financial year 2007/2008*. Pretoria.
- South African National Parks.** (2007b). *Are 'People and Conservation' perspectives within the South African National Parks enabling learning in a changing world?* World Environmental Education Conference Workshop Presentation, Durban.
- South African National Parks.** (2007c). *Kids in Parks programme report*. Golden Gate Highlands National Park.

**South African National Parks.** (2007d). *Kids in Parks programme review workshop report*. South African National Parks, Pretoria.

**South African National Parks.** (2008). *People and conservation summative parks statistics report for the 2007/2008 financial year*. South African National Parks, Pretoria.

**Yin, R.K.** (2003). *Case study research design and method*. (3<sup>rd</sup> ed.) London: Sage.

**CASE RECORD 1**  
**POLICY KNOWLEDGE AND PRACTICE AT MANAGEMENT AND**  
**IMPLEMENTATION LEVEL IN PARKS**

\* Reference to AM4 (Analytical Memo 4) in this case record, refers to Synopsis Report 1 (SR1) as described in chapter 3, p. 64 & 65.

As all national parks form a part of the Parks Operations, and all park based People and Conservation staff practice in parks, these staff members report within the line functions of a park and are therefore under the management of the Park Manager of the specific park they are working in. It is therefore very important that the Key Performance Areas of the Park Manager, together with its targets and measures, are trickled down to the different departments under his/her supervision so that these can be appropriately aligned. To enable this to practically take place there should be a sound understanding between the Park Manager and his/her subordinates of what the common goals and outcomes are that need to be addressed within that business unit. To be able to implement existing policies, all park staff concerned with the specific specialist area that the policy consists of, in this case environmental education, needs some kind of knowledge or understanding of that policy. Therefore I regarded the involvement of Park Managers through the questionnaires of great importance, as this was where their involvement and knowledge of the environmental policy and practices would be able to be determined.

As stated in chapter 3, sections 3.4.2, questionnaires (see annexure D) were sent out to the five Cluster Managers and to eighteen Park Managers of SANParks where environmental education programmes were being conducted. This was done in order to take up the least possible time and to try and get response from individuals, as it is realized that these managers have very limited time available.

Despite the fact that a personal request was sent to every Cluster - and Park Manager, there wasn't a very good response. There were indications that all the e-mails were received and that people in general had a willingness to respond – but that didn't quite

realize. As illustrated in Table A.1 below, none of the Regional Managers completed the questionnaire. Five out of eighteen Park Managers personally completed the questionnaire, five delegated the request to a subordinate, one felt that the exposure period in the specific park was too short and seven didn't respond at all.

No definite deduction could be made of the poor response, but taking into consideration that it was attempted to make the questionnaire as simple and least time consuming as possible – it could be assumed that the request for completing the questionnaire was regarded as a matter of less importance and low priority.

A more comprehensive questionnaire was sent to three People and Conservation Regional Coordinators, as well eight People and Conservation park practitioners in order to get a clearer picture of implementation on the ground. With the exception of one park practitioner, there was a full return from these colleagues.

**Table A.1: Summary of the distribution and response of questionnaires sent to Park Based staff**

	Cluster Managers (CM's)	Park Managers (PM's)	P&C Regional Coordinators	P&C Park Practitioners
Number of questionnaires distributed	5	18	3	8
Number of questionnaires completed	0	Delegated to subordinate – 5 Personally Completed – 5 <b>Total response from PM's – 10</b>	3	7
% of completed Questionnaires	<b>0%</b>	Delegated Completion – 27.7% Personally Completed – 27.7% <b>Total % Completed by PM's – 55.4%</b>	<b>100%</b>	<b>87.5%</b>
% of completed questionnaires for CM's + PM's	Total completed (includes delegated and personally completed) = 10 out of 23 = <b>43.48%</b>			

**Awareness of Park Managers of the existence of Environmental Education Policy and Guideline documents with special reference to the alignment of programmes to the national school curriculum**

Three of the ten completed questionnaires from Park Managers indicated that they were not aware of the existence of the Environmental Interpretation and Education Strategy

Documents of 2000 or 2002 (AM4 – QPM1, QPM2 & QPM6), and two of the ten Park Managers indicated that they were not aware of the SANParks Environmental Education Policy Document of 2005 (AM4 – QPM1 & QPM2). The Park Managers that indicated that they were unaware of the policy and guideline documents, were relatively newly appointed from outside SANParks. People with previous exposure and knowledge of the development of Social Ecology and/or People and Conservation, were more informed. Wilderness National Park had a new Park Manager who didn't want to commit to any answers on the questionnaire even although there was very little current knowledge needed to complete the questionnaire. It was more a case of developmental knowledge of Social Ecology to People & Conservation of which this particular Park Manager was part of (QPM11 – she had functioned in the Social Ecology Department for a number of years). *People seem to be reluctant to venture into anything but core tasks and also don't seem to read correspondence that might look secondary in priority properly.*

On the question of listing what the key focus areas of the People and Conservation Department in parks were, as well as prioritizing them according to the implementation thereof in parks, one of the ten Park Managers didn't interpret the question correctly (AM4 – QPM1) and the following results were portrayed by the remaining 9 (AM4 – QPM2 to QPM10):

**Table A.2:**

People and Conservation Key Focus Area identified by 9 Park Managers	Number of Park Managers who listed this specific Key Focus Area	Rating of Key Focus Areas in order of Importance – 1 lowest and 5 highest				
		1	2	3	4	5
Environmental Education	9					9
Community Based Conservation	8		1	2	1	4
Cultural Heritage Resource Management	7	1	1		1	4
Social Science Research	6	2		2	1	1
Youth Development	3			1	1	1
Economic Development/Empowerment	2				1	1
Interpretive Services	1					1
Other aspects that were listed as Key Focus Areas in People and Conservation – which may form part of other areas, depending on how it is interpreted	Number of Park Managers who listed this specific Key Focus Area	Rating in order of Importance – 1 lowest and 5 highest				
Promotion of Park through media and liaison	1					1
Monitoring and Evaluation of	1				1	

Programmes						
------------	--	--	--	--	--	--

The important part of the above results is that all the Park Managers who completed the questionnaire and interpreted the question correctly regarded environmental education as the one Key Focus Area within the People and Conservation Department that receives highest priority in their parks – this means that this is a major activity within the parks and that it should be developed, managed and monitored in an equally important way.

On the questions whether Park Managers were aware of the fact that there was a commitment in the SANParks Environmental Education Policy to align programmes with the national school curriculum and whether they were of the opinion that it was beneficial to SANParks as well as the schools to pursue this commitment, there was an indication by two that they weren't aware and therefore didn't comment on the benefits (AM4 - QPM1 & QPM2) and eight that they were and that they were all in accordance that it was beneficial to both parties (AM4 - QPM3 to QPM10).

On the question to Park Managers on in what way they thought SANParks and schools could benefit by the alignment of park programmes, there were clear areas of resemblance on their responses.

There was a feeling that this was a way in which SANParks could contribute its resources to its users both nationally and internationally and thereby creating a better understanding of the importance of the environment, as well as the dependence that people have on the environment – emphasizing the responsibility and right that people have to a healthy environment (AM4 – QPM4). A collective number of views were given on the value of the alignment of park programmes to the curriculum, of which a few are that,

- Schools can use parks as educational resources (AM4 – QPM4, QPM9),
- Curriculum linked activities can make programmes much more meaningful (AM4 – QPM4, QPM7),
- Youth is given a clear and practical understanding of the importance of a healthy environment in their lives as well as others' lives (AM4 – QPM5),

- Conservation is placed in the midst of the public domain and everybody becomes custodians of the environment and not just a chosen few (AM4 – QPM6),
- A sustainable approach to the environment is created (AM4 – QPM6),
- It inculcates a sense of responsibility with educators and learners by becoming aware of the importance of taking care of the environment and losing the “fear” of making the environment come alive in the classroom (AM4 – QPM9),
- Assists educators with the concept of bringing the environment into the curriculum and strengthening an integrated approach towards Outcomes Based Education (AM4 – QPM7, QPM9),
- The principles of access to, the use of and respect for the environment are reinforced (AM4 – QPM8),
- Careers in the conservation fraternity are introduced and encouraged (AM4 – QPM10).

The encouraging part of the percentage of Park Managers that did complete the questionnaires is that there is a definite awareness of the value that it holds of reviewing park programmes in terms of the alignment to the national school curriculum and that there were very valuable contributions made in terms of the beneficial rippling effect that it has.

**Awareness of Park Based Staff (Regional Coordinators and Park Practitioners) of existing Environmental Education Policies, other Guideline documents and Park Based programmes and activities with special reference to the alignment of programmes to the national school curriculum**

The more comprehensive questionnaires (see annexure F) that were sent to the three People and Conservation Regional Coordinators, as well eight People and Conservation park practitioners will be regarded as a collective group of eleven, due to the fact that there is still an overlap in some clusters of staff acting as Regional Coordinators, as well as People and Conservation park practitioners, and they all are concerned with the practical implementation of environmental education in parks. The parks that were represented by respondents to the questionnaire were Tsitsikamma, Knysna,

Wilderness, Augrabies, Richtersveld, Kgalagadi, Addo, Camdeboo, Table Mountain, Agulhas and West Coast National Parks. These parks are spread across four of the five clusters. The Northern Cluster will be included to the question where park programmes are listed in table A.3 on p. 165. There were ten respondents to the questionnaires out of the eleven that were sent out. In order to get a clearer picture of the understanding and the implementation of environmental education on the ground (at park level), the following results were derived from the questionnaires:

### **Documents that inform the Environmental Education practices in parks**

Five out of the ten Park Practitioners mentioned the SANParks Environmental Education Policy document as a document that informs the environmental education practices in their parks, although only one actually dates the document as the existing policy document (AM4 - QPP1, QPP5, QPP2, QPP4 & QRC2). The SANParks Environmental Education Policy document of 2005, is currently the major guideline document for environmental education in SANParks and the only document up to date that was specifically named in this way – the previous policy documents in this department were Social Ecology Policy Documents for SANParks that appeared in 2001 and 2002 (see chapter 2, p. 13 & 14). There were also a range of other documents that were listed by other questioned parties. Mention was made of the SANParks Environmental Education Strategy Document by five Park Practitioners with only one referring to the date of the document and the rest referring to it as a general existing document (AM4 - QRC1, QPP1, QRC2, QPP5 & QRC3). There were however two Environmental Education and Interpretation Strategy Documents that could be referred to, which were the first draft of 2000 and the second draft of 2002 (see chapter 2, p.15, 16 and 17). These documents had similarities as the one was developed as an outflow of the other – although it would be confusing not to refer to the exact document(s) that participants meant to refer to as the documents that informed the environmental education practices in their parks. Three of the Park Practitioners further also referred to Park Based documents e.g. the Park Management Plan with its supporting documents like the Lower Level Plan for Environmental Education and the Park Environmental Education Policy (AM4 - QRC1, QRC3, & QPP3). Reference was also made by one Park Practitioner to the SANParks Corporate Plan, with no date reference either, thus there is no indication to which specific years' Corporate Plan was being referred to (AM4 - QRC1). The existing

corporate document that serves as a general guideline document for SANParks is the SANParks Business Plan for 2007/2008.

Other factors that were mentioned in terms of documents that influence environmental education practices, were “material discussed with the Department of Education and local educators” (AM4 - QPP6) and the changes that children portray (AM4 - QPP7). These inputs are vague in terms of determining what documents actually play a role in informing environmental education processes at park level.

### **Awareness of the attempt to align environmental education programmes with the national school curriculum**

All ten respondents of the questionnaires to Park Practitioners indicated that they were aware of the drive to review and develop park programmes in alignment with the national school curriculum. This is a very clear indication that this message forms part of their knowledge base and reference framework (AM4 – QRC1, QRC2, QRC3, QPP1, QPP2, QPP3, QPP4, QPP5, QPP6 & QPP7).

On the question on how Park Practitioners were informed of the information of the alignment of park programmes to the school curriculum and where it is articulated, the following results became evident. Eight of the ten respondents indicated that meetings around environmental education, with specific reference to the Kids in Parks meetings that include the attendance of and minutes of the meetings, the Kids in Parks Programme documents including the resource material (Teacher’s Guide and Learner Book for Parks) and the Kids in Parks Review Workshop were major sources of the information distribution (AM4 - QPP1, QRC2, QPP5, QPP6, QRC3, QPP7, QPP3 & QPP4). This indicates very clearly that the dedicated access programme, the Kids in Parks Partnership Programme (see chapter 2, p. 31, 32 & 33), played a major role in bringing the information of the alignment of park programmes to the national school curriculum, to the park practitioners in a variety of different ways.

One respondent indicated that the information on the alignment of programme material to the school curriculum was attained from the SANParks Environmental Interpretation

and Education Strategy (undated) (AM4 – QRC1) and another by self study – it is however not indicated what this entailed and what the sources were (AM4 - QPP2).

### **Comfort and Ability of Park Practitioners in aligning park programmes to Learning Areas in the school curriculum**

The question that was asked on the questionnaire was whether the respondent and other practitioners in the parks felt comfortable and able in supporting the school curriculum by aligning the park based programmes to Learning Areas within the curriculum, and also to explain their answers briefly. Four of the respondents interpreted the question in the sense of whether they felt comfortable with the concept of programmes being aligned to the curriculum and not whether they felt able and comfortable in doing it themselves – in other words, they agreed that the concept was agreeable and acceptable to them (AM4 – QPP5, QPP6, QPP7 & QPP4). This was not what the outcome of the question was supposed to determine. **People are inclined not to read information comprehensively.**

Two respondents indicated that they felt fairly comfortable (not entirely comfortable) as they had staff members who had had limited training, but that there were still areas within the National Curriculum Statement that were challenging in terms of the different Learning Outcomes for each grade in all the different Learning Areas (AM4 – QRC1 & QRC3). Two respondents felt comfortable with the process of aligning their programmes to the school curriculum as they both had teaching background. They indicated that it was important to keep the Learning Outcomes in mind and that they had already developed worksheets that were aligned to the curriculum and that the Kids in Parks Resources that they were using were also already aligned and being implemented (AM4 – QPP1 & QPP3). Another respondent indicated that it was an unsure situation of feeling able in certain aspects, and uncertain with others (AM4 – QRC2).

One of the respondents was certain that the staff in the park did not feel comfortable or able with the process of aligning park programmes to the curriculum and that more training was needed for staff to acquaint themselves with the curriculum and to get a more active participation from the educators in terms of interest and commitment (AM4 – QPP4).

## **Inputs and Contributions from Park Practitioners in terms of enhancing the process of linking park based programmes to the national school curriculum**

One of the respondents who is acting as Regional Coordinator, as well as a Park Practitioner and therefore exposed to a variety of different practices in parks, listed a number of suggestions in terms of how staff could be capacitated to feel more enabled and comfortable with the process of aligning their park programmes to the school curriculum and most of these points were echoed by a number of other Park Practitioners. The suggestions for the enhancement of the process were, through:

- Ongoing, adequate training and guidance for Park Practitioners, as well as for educators in order to build sound relationships and foster a common understanding of holistic approach towards environmental education (AM4 - QRC2, QPP5, QPP2)
- Maximizing participatory processes between educators and Park Practitioners and developing applicable and meaningful programmes in parks (AM4 - QRC2, QRC3, QPP7, QPP4)
- Regarding environmental education as specialist field of practice, supporting environmental education initiative projects e.g. Eco-Schools and ensuring that correct information in terms of environmental education is shared and distributed (AM4 - QRC2, QRC1, QPP4)
- Ensuring that staff have a common understanding of what hands-on/interactive activities in terms of the Outcomes Based Education approach are, as well as a continuous development programme for environmental education programme materials and activities especially for new parks (AM4 - QRC2, QPP5, QPP4)
- Ensuring that staff involved with environmental education have the necessary background information of the historical development and the current status of environmental education organizationally, nationally and internationally (AM4 - QRC2)
- Ensuring that the Department of Education plays a significant role in contributing towards the alignment of park programmes to the school curriculum, especially within a partnership programme, like the Kids in Parks

programme, where a Memorandum of Understanding underlines this role of involvement by this specialist group (AM4 - QRC2)

### Environmental Education programmes conducted in Parks

On the questionnaire to Park Practitioners a list of environmental education programmes that are commonly conducted in parks was listed for marking specific park involvement (green shaded area of table) – an additional space was left for respondents to list any other environmental programmes that were not listed on the questionnaire (yellow shaded area). In the following table the results of this question are tabled:

**Table A.3:**

Park Programmes Listed on Questionnaire	Curriculum Linked	Clusters (in bold) and Parks Involved
<b>Educational Day Visits</b>	√	<b>Garden Route</b> - Wilderness, Knysna, Tsitsikamma (QRC1, QPP1), <b>Arid</b> - Namaqua, Kgalagadi, Augrabies, Richtersveld (QRC2, QPP5, QPP6), <b>Frontier</b> - Addo, Camdeboo, Karoo, Mountain Zebra (QRC3, QPP7) <b>Cape</b> - Table Mountain, West Coast, Agulhas (QPP2, QPP3, QPP4), <b>Northern</b> – Golden Gate, Marakele, Mapungubwe (personal input)
<b>Kids in Parks</b>	√ (Major focus of the KIP's Programme)	<b>Garden Route</b> - Wilderness, Knysna, Tsitsikamma(QRC1, QPP1), <b>Arid</b> - Namaqua, Kgalagadi (QRC2, QPP6), <b>Frontier</b> - Addo, Camdeboo (QRC3, QPP7), <b>Cape</b> - Table Mountain, West Coast, Agulhas (QPP2, QPP3, QPP4), <b>Northern</b> – Golden Gate, Marakele (personal input)
<b>Teacher's Workshops (Table Mountain conducts Educator's EE Courses)</b>	√	<b>Garden Route</b> - Wilderness, Knysna, Tsitsikamma(QRC1, QPP1), <b>Arid</b> - Namaqua, Kgalagadi(QRC2, QPP6), <b>Frontier</b> - Addo, Camdeboo (QRC3, QPP7), <b>Cape</b> - Table Mountain, West Coast, Agulhas (QPP2, QPP3, QPP4), <b>Northern</b> – Golden Gate (personal input)
<b>Special Environmental Calendar Day Events</b>	√	<b>Garden Route</b> - Wilderness, Knysna, Tsitsikamma(QRC1, QPP1), <b>Arid</b> - Namaqua, Kgalagadi, Augrabies, Richtersveld (QRC2, QPP5, QPP6), <b>Frontier</b> - Addo, Camdeboo, Karoo, Mountain Zebra (QRC3, QPP7), <b>Cape</b> - Table Mountain, West Coast, Agulhas (QPP2, QPP3, QPP4), <b>Northern</b> – Golden Gate (personal input)
<b>Morula Kids</b>		<b>Garden Route</b> - Wilderness, Knysna, Tsitsikamma(QRC1, QPP1), <b>Arid</b> - Namaqua, Kgalagadi, Augrabies, Richtersveld (QRC2, QPP5, QPP6), <b>Frontier</b> - Addo, Karoo, Mountain Zebra (QRC3, QPP7), <b>Cape</b> - Table Mountain, West Coast, Agulhas (QPP2, QPP3, QPP4), <b>Northern</b> – Golden Gate (personal input)
<b>Career Orientation</b>	√	<b>Garden Route</b> - Wilderness, Knysna, Tsitsikamma(QRC1, QPP1), <b>Arid</b> - Augrabies, Kgalagadi (QRC2, QPP6), <b>Frontier</b> - Addo, Karoo, Mountain Zebra (QRC3, QPP7), <b>Cape</b> - Table Mountain, West Coast (QPP2, QPP4), <b>Northern</b> – Golden Gate (personal input)

<b>Overnight Programmes</b>	√	<b>Garden Route</b> - Wilderness, Knysna, Tsitsikamma(QRC1, QPP1), <b>Arid</b> - Namaqua, Kgalagadi (QRC2, QPP6), <b>Frontier</b> - Addo, Camdeboo (QRC3, QPP7), <b>Cape</b> - Table Mountain, West Coast (QPP2, QPP4), <b>Northern</b> – Golden Gate (personal input)
<b>Other Park Programmes added by Respondents</b>	<b>Curriculum Linked</b>	<b>Parks Involved</b>
<b>Khula Nam Forest Prgrm</b>	√	<b>Garden Route</b> - Knysna, Tsitsikamma (QRC1, QPP1)
<b>Adopt a Beach</b>	√	<b>Garden Route</b> – Tsitsikamma, Wilderness, Knysna (QRC1, QPP1)
<b>Imbewu</b>		<b>Garden Route</b> – Tsitsikamma (QRC1), <b>Arid</b> – Namaqua <b>Frontier</b> - Addo
<b>Eco-Schools</b>	√	<b>Garden Route</b> – Tsitsikamma, Knysna (QRC1, QPP1), <b>Cape</b> – Agulhas (QPP3) <b>Northern</b> – Golden Gate (personal input)
<b>Holiday Programmes</b>		<b>Garden Route</b> – Tsitsikamma (QRC1, QPP1), Wilderness <b>Arid</b> – Kgalagadi, Augrabies (QRC2, QPP6)
<b>TEEN and GREEN</b>	√	<b>Garden Route</b> – Tsitsikamma (TEEN), Tsitsikamma, Wilderness, Knysna (GREEN) (QRC1, QPP1)
<b>Tourist Power Point Presentations or Videos</b>		<b>Arid</b> – Kgalagadi (QPP6)
<b>Amazing Race (Youth day)</b>		<b>Cape</b> - Table Mountain (QPP2)
<b>Youth Environmental Schools</b>	√	<b>Cape</b> - Table Mountain (QPP2)
<b>SABC Career Fair</b>		<b>Cape</b> - Table Mountain (QPP2)
<b>Youth Outreach</b>	√	<b>Cape</b> - West Coast (QPP4) <b>Northern</b> – Golden Gate (personal input)
<b>Volunteer Honorary Rangers</b>		<b>Cape</b> - West Coast (QPP4) <b>Garden Route</b> – Tsitsikamma (QRC1), <b>Frontier</b> – Addo (QRC3)

The results deducted from the table above are a clear indication of the variety of programmes and activities that are being conducted at park level and although there is a clear indication that there is an awareness by park practitioners of linking programmes to the national school curriculum, there wasn't a way in determining to what extent this has taken place.

### **Learning Areas that Park Programmes link with**

On the question of which Learning Areas are being addressed within the park based programmes, most of the respondents indicated that all or most of the Learning Areas were covered (AM4 - QRC1, QPP1, QPP3, QPP6).

The other Learning Areas that were specifically highlighted as linking with park programmes were Natural Sciences, Social Sciences, Life Orientation and Arts and Culture (AM4 - QRC2, QPP2 & QPP4).

## **Park Resources and Equipment for conducting Environmental Education Programmes**

Of the ten parks that completed the questionnaire, it was evident that 90% of the parks indicated that they were well equipped when it came to programme resources (AM4 – QRC1, QPP1, QRC2, QPP6, QRC3, QPP7, QPP2, QPP3 & QPP4) – with the exception of one (AM4 – QPP5). Seven of the ten parks had been part of the Kids in Parks programme during 2005/2006, two joined the programme during 2007 and one has not yet had exposure to the Kids in Parks programme (it happens to be the same park that appears to be under resourced in terms of equipment).

All ten parks are seemingly conducting a variety of environmental education programmes, but looking at the human resource component for People and Conservation in all the parks, it is obvious that within the research project area, there is a serious staff shortage in the People and Conservation Department in the parks, taking into account all the key focus areas that these staff members have to service (AM4 – QRC1, QPP1, QRC2, QPP5, QPP6, QRC3, QPP7, QPP2, QPP3 & QPP4). The same person in many cases receives groups, conducts the educational programmes, does the administrative responsibilities of this department, as well as services all the other key focus areas of People and Conservation in the park and the cluster.

## **Extracts from the Kids in Parks Review Workshop Report and Pre-workshop Questionnaires**

As described in chapter 3, p.8, a workshop was held in May 2007 in order to review and reflect on the initial implementation phase of the Kids in Parks special access partnership programme. The main objective of this workshop was to develop a shared understanding of how the programme was developing in terms of its core objectives which were strongly focused on, and linked to the environmental education objectives of SANParks and also has clear linkages and commitments to the alignment of park programmes to the national school curriculum.

The workshop proceedings were synthesized in a Workshop Report (AM4 - KIPRVRD12) of which extracts were used to highlight the understanding that the People and Conservation park staff have of the integration of the environmental education objectives that occur in different guideline documents.

Pre-workshop questionnaires were sent to eleven of the parks that had been involved in the implementation phase of the Kids in Parks partnership programme during 2005, 2006 and 2007. These parks were Golden Gate Highlands National Park, Augrabies Falls National Park, Tsitsikamma National Park, Kgalagadi Transfrontier Park, Kruger National Park, Camdeboo National Park, Namaqua National Park, Addo Elephant National Park, Agulhas National Park, West Coast National Park and Table Mountain National Park (KIPRVWSAR). This questionnaire was a tool to determine the depth and extent of how environmental learning objectives in general, the Kids in Parks programme objectives and the SANParks Environmental Education Policy objectives were understood and comprehended by people working within environmental education in parks, and how these integrated objectives were playing out within the Kids in Parks programme (AM4 - KIPRVRD12). The questionnaire also aimed to source critically constructive ideas for improving and encouraging the interaction between People and Conservation practitioners and the guideline documents that existed. The questions in the questionnaire mainly covered the following areas (AM4 - KIPRVRD12):

- What people's understanding of policy and other guideline documents was
- What the benefit was for using the policy and guideline documents for the development of environmental education programmes
- Whether people were reviewing programmes in terms of the policy
- What the status and quality of programmes were in terms of the formal education context

The issues that emerged from the completion of the questionnaires were the following:

- Six of the eleven parks that the questionnaire was sent to, submitted responses that reflected their park specific contexts, four of the eleven parks submitted a combined submission of the questionnaire (*that defeated the purpose of the enquiry and portrayed a significantly limited understanding of their specific park contexts*) and one of the eleven parks did not submit any written response (AM4 - KIPRVRD12) (*that either portrayed a lack of*

*commitment or a lack of the understanding of the specific park context or underestimating the importance of the information or a time constraint)*

- Only two of the eleven park representatives who completed the questionnaire indicated that they knew what the content of the SANParks Environmental Education Policy entailed (AM4 – KIPRW1 & KIPRW2) *How can there be a standardization of programme design and implementation if staff do not know what the content of the SANParks EE Policy Document is?*
- Technical and logistical aspects of park programmes are often in the forefront and act as the filter that is used to think through the implementation of programmes, instead of taking into consideration what the broader objectives of the specific programme are or what the SANParks EE Policy says or what the Memorandum of Agreement for a partnership programme like the Kids in Parks Programme entails (AM4 - KIPRVRD12).
- Limited attention was given to informing and equipping park staff with the necessary guideline documents which include the SANParks Environmental Education Policy Document, other existing documents like the Environmental Interpretation and Education Strategy Document, programme specific proposal documents or Memorandum of Agreements for partnership programmes and normal operational procedures expected from parks (AM4 - KIPRW1, KIPRW2, KIPRW3, KIPRW4, KIPRW5, KIPRW6, KIPRW7). *Unsatisfactory communication between ho and parks, ignorance of park staff to guideline documents, orientation/induction/training of park staff on policy and guideline document matters.*
- In the case of the Kids in Parks programme
  - there was a clear indication that the focus of the national monthly meetings was highlighted by the superficial, “happy” experiences that the programme was delivering, instead of monitoring and identifying ways to enhance the programmes’ specific objectives (AM4 - KIPRVRD12)
  - No clear guidance or instructions were given to implementing parks on the desired structure of the field trips or what the focus of the learning opportunities within the programme objectives were (AM4 - KIPRVRD12)

- None of the 11 park representatives who completed the pre-workshop questionnaire had seen the Kids in Parks Memorandum of Agreement before the workshop in May 2007 – which was near to three years after the launch of this specific programme (AM4 - KIPRVRD12)

The main findings of the pre-workshop questionnaires, as well as the review workshop proceedings were that in broad terms

- There needed to be a sound communication strategy between the General Manager for Environmental Education at Head Office level who coordinates environmental education guidelines for programmes from a national level and the park staff in the parks (AM4 - KIPRVR12)
- A strong project manager is required to establish and drive environmental education partnership programmes in terms of guidance, design, implementation and programme development and progression of programmes (AM4 - KIPRVR12)
- All People and Conservation staff leading environmental education programmes and processes, as well as staff working within the implementation field of environmental education in parks, need to be introduced and acquainted with this specialized and dynamic field of practice in alignment with the applicable policies and guideline documents in existence (AM4 - KIPRVR12)
- There needs to be an established and supporting monitoring and evaluation process for park programmes, designed and deployed from a national level, to enable the review and further development of environmental education programmes in order to establish continuity, creativity and a good understanding of on-the-ground practice within parks (AM4 - KIPRVR12)

#### **Site visits to Addo Elephant National Park and Camdeboo National Park and Interviews with park based staff**

In order to get an indication of park practices in national parks other than Golden Gate Highlands National Park that I have had extensive experience of over the past six years, the opportunity arose to visit Addo Elephant and Camdeboo National Park in order to

observe and interview the park based staff. This enabled me to further enlighten my understanding of how People and Conservation practitioners are using and implementing the environmental education guideline documents in park based programmes and add valuable inputs to my data base for Case 3 (see chapter 1, p. 10).

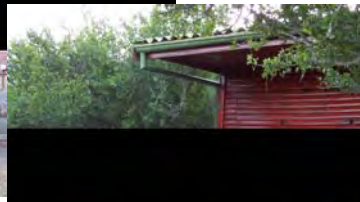
### **Camdeboo National Park site visit and interview**

A site visit was made to Camdeboo National Park where an interview with the People and Conservation Officer of the park, who currently manages the Goldfields Environmental Education Centre in the park, as well as conducts all environmental education programmes in the park, formed part of the visit proceedings (see chapter 3, p. 10 & 11). The main aim of this visit was to investigate what the extent of the programmes and programme material was that is currently being used during park based programmes.

The Camdeboo National Park is one of the youngest national parks and was proclaimed in 2005. It was previously managed by Cape Nature and during this period the Goldfields Environmental Education Centre was established in the late 1980's. This centre is in an excellent condition, managed and maintained well, has all the facilities to conduct complete over-night programmes and has the potential to be utilized as a prime facility of SANParks.



Figure A.1  
EE Centre Camdeboo



EE Centre Camdeboo



Figure A.3  
EE Centre Camdeboo

The People and Conservation Officer of the park has been involved with environmental education programmes at the environmental education centre for the past 15 years. 50% of the schools visiting the environmental education centre come from 'out of town' and the rest of the schools are local. There are approximately ten schools in the immediate vicinity of the park which the Park Manager envisages to concentrate on – there are however a number of farm schools and other schools further away, that are also potential 'clients' that haven't been targeted (AM4 – PPIC1). *PARK MANAGERS PLAY AND IMPORTANT ROLE OF SUPPORT AND IMPLEMENTATION*

The programmes are mainly based on teaching the learners on how to develop a positive attitude towards the environment – conservation of the natural heritage (AM4 – PPIC1). On a follow-up question on how children are learning and how does one know learning has taken place, the response was 'just through experience' and there is not a way that the practitioner knows that learning has taken place (AM4 – PPIC1). Currently there is also no mechanism by which programmes are evaluated as the experience of previous evaluation forms were that the participants answers were predictable and not objective and honest – so the written responses were stopped and conversations with educators serve as an evaluation measure (AM4 – PPIC1). *Practitioners should have an understanding on the ways of how children learn and which of these concepts are current and the most effective, and Practitioners need to have knowledge on how to compile an evaluation form that draws the required feedback or what other ways of m&e methods could inform the evaluation of programmes*

Currently Camdeboo National Park has very little to no contact with the Department of Education in terms of programme needs or development and for future contact the intention is to approach the correct person at the District Office level in order to investigate the potential of aligning park programmes to the curriculum (AM4 – PPIC1). On a question on how the content of programmes were determined, it was stated that it was something that has just developed over years and that there were never any organizational guidelines that influenced the process – the programme was mostly verbally agreed on with the educators (AM4 – PPIC1). *No plan in the design and development of programmes in terms of guideline documents, national or international trends – what is the meaning of environmental education*

On a question whether the park practitioner was in possession of the SANParks Environmental Education Policy Document or the Kids in Parks Proposal document the answer was very unsure and vague – as if there was not clarity on what documents exactly were being referred to (AM4 – PPIC1). *No direct reference was made that these documents could be used as guideline documents that can inform processes at park level – usefulness of policy docs – SEE CHAPTER 2 P.12*

Camdeboo formed part of the 2007 Kids in Parks schedule and on a question of how the practitioner was briefed on this programme, the answer was short and definite that **there was no briefing**. The Park Managers of parks participating in the Kids in Parks Programme were invited to the **national meetings and the practitioner felt that there were indistinct messages that were being carried over via the Park Manager and that there needed to be a much more direct link to the practitioners who were to implement the programme** (AM4 – PPIC1). As teacher's workshops form part of the objectives of the Kids in Parks Programme, and it was accepted that this practice would be familiar to the park practitioner, it was surprising that the practitioner knew nothing about such a practice and didn't know who to target (AM4 – PPIC1). This information then led to the question on how schools were identified, as there was also a procedure that needed to be followed in terms of this – but as expected, the practitioner was unaware of the procedure and had taken own initiative in approaching schools (AM4 – PPIC1). The response from the practitioner's side on becoming aware of the standing procedure was that **"New parks should be made aware of the process"** (AM4 – PPIC1). *Communication and information sharing on partnership programme – there had been monthly KIP's meetings from Nov 2006 of which the park had been part of.*

Looking at aspects of how policy and guideline documents are being used, interpreted and recontextualised at park level, a question was asked whether there are any elements in the programme that link to the part of the constitution that talks about a healthy environment with related social aspects, which is also reflected in the National Curriculum Statement. The response was that the part of the programme in Camdeboo that was brought into connection with the latter, was the obstacle course and abseiling that **enhances skills development and personal development** – this was brought into connection with a more holistic approach within environmental education, and steering away from Conservation education (AM4 – PPIC1). *Practitioner is aware of the new*

*holistic approach but practitioners need to know or to be introduced to apply and implement the key aspects around environmental education as a holistic field of practice as well as how EE can be made more meaningful by drawing on current approaches, policy and guideline documents.*

On the question on what would stimulate growth and development within the park as well as in SANParks, the inputs made were that there should be an expansion on the number of local schools that visit parks, that there should be a dedicated person in parks focusing only on environmental education and building positive and lasting relationships with stakeholders around parks (AM4 – PPIC1). *This would be a leap into a better practice where someone can work with undivided attention and become an expert in a specialist area.*

The practitioner from Camdeboo felt isolated in the way that environmental education had been developing in the park and felt that there were no networking-support systems available that could be drawn on. Having come from another organizational structure to SANParks in 2005 when the park was proclaimed, there has been a renewed enthusiasm within environmental education in terms of being drawn into national partnership programmes and having been part of workshops where resource development and programme development were discussed (AM4 – PPIC1).

The visit to Camdeboo National Park was enlightening in the sense that this is one of the youngest proclaimed national parks, and there was a good sense of how the practitioner had experienced the introduction to aspects around environmental education in SANParks, as well as to what extent the practitioner was aware of the current status of environmental education in general. If the status of environmental education in national parks was competitive in terms of national and international trends and the information sharing systems were in place, this would have been a proof of successfully introducing and bringing a park practitioner on board of SANParks practices.

#### **Addo Elephant National Park interview and site visit**

A site visit was made to Addo Elephant National Park where an interview was conducted with the Manager of the People and Conservation Department in the park who also acts

as the Regional Coordinator for People and Conservation in the Frontier Cluster (see chapter 1, p.11). Even although there is a park practitioner working in collaboration with the Manager People and Conservation in the park, and the inputs of such a person would have been valuable, there appeared to be reluctance from the particular park practitioner to participate in sharing information of the park programmes, despite the comprehensive brief of the reason for the site visit. The alleged reason for this was that the site visit seemed to have been perceived as an evaluation of the quality of the park programme, in stead of an investigation into current practices for research reasons. This reaction was strange in terms of shared interests of the improvement of park programmes within the bigger setup of SANParks. Therefore the interview was held with only the Manager People and Conservation whose job title is Regional Coordinator for People and Conservation in the Frontier Cluster. After the interview, the school that was participating in the Kids in Parks programme in the park was visited for a brief observation session (see chapter 3, p. 10).

Addo Elephant National Park is one of the oldest national parks and was proclaimed in 1931. This park has expanded extensively over the past few years and has also evolved within its practices of 'people and conservation', from the disseminating of information to visitors, to building relationships with neighbouring communities in the Social Ecology era, to entering the new constituency building era (People and Conservation) where environmental education became a tool through which stakeholders are involved through a variety of educational programmes that include educational day visits, the Imbewu programme, teacher's workshops, community outreach programmes, special environmental calendar day events, career orientation programmes and also the Kids in Parks Partnership Programme from 2007.

The understanding that the Regional Coordinator has of environmental education in general is that all people are born with the instinct of caring for the environment – like earlier years, when people had a close connection with the environment there was a balance between need (utilization) and caring (conservation), and the reason therefore was that people knew the environment intimately, knew that they were dependant of it and therefore lived in harmony with the environment – nowadays, people want to gain more than what is needed (over-consumption) (AM4 – PPIA2). *This view can be brought into relation with education for sustainable development which links directly to the UN*

*Decade of Education for Sustainable Development (DESD) that was launched on 1 March 2005 and will continue until 2014 during which Mr Koichiro Matsuura, Director General of UNESCO, the lead DESD agency, stated that education and learning is central to the pursuit of sustainable development. "...after being taught over past centuries to live unsustainably, we now have to learn to live sustainably." (K. Matsuura, personal communication, March 01, 2005). Matsuura (2005) further stated that:*

Education for sustainable development, of course, must be more than just a logo or a slogan. It must be a concrete reality for all of us – individuals, organisations and governments – in all of our daily decisions and actions, so as to promise a sustainable planet and a safer world to our children, our grandchildren and their descendants.

The objectives of the environmental education programmes in Addo Elephant National Park are to expose learners, who often know very little about the environment, to the environment by introducing them to the park and all its resources. This also includes the human resources component where learners are introduced to the variety of careers that can be pursued in national parks (AM4 – PPIA2). An equally important objective is to instill a sense of caring for the environment within the learners (AM4 – PPIA2). Another important aspect that was emphasized by the Regional Coordinator in terms of the park programmes, was the **evaluation of the programmes by groups**. This aspect has not yet been fine tuned in the park, but should be established by creating the opportunity for groups to give feedback on the programmes, in order for park staff to evaluate the opinions of participants and measure up the relevant inputs. This will contribute towards improving the programmes and serve as quality control in review processes of establishing meaningful environmental education programmes in the park (AM4 – PPIA2).

In the environmental education programmes conducted in Addo Elephant National Park, the learners are mainly learning about **caring for the environment and leadership** qualities (AM4 – PPIA2). On the question on how learners are learning, the answer was that because of a lack of "a laptop to do presentations" the programmes are based on "talking to the learners and doing activities with them like horse riding, walking trails and other activities like basket ball" (AM4 – PPIA2). The Regional Coordinator stated that the monitoring process of how learning has taken place is currently through a **"hasty written evaluation before leaving"**. It is admitted by the Regional Coordinator that this is not the

ideal situation and that groups should be given time back at school to have a “post mortem” with all the participants who attended the programme (AM4 – PPIA2). The Regional Coordinator also remarks that the completed evaluation forms were not circulated for attention by all park staff (AM4 – PPIA2). *Monitoring on what learning has taken place differs from the general evaluation of the programme – it could be a component thereof...*

*The content of the programmes are superficial and lack depth – see page 64 – The practitioners lack an understanding of educational/pedagogical processes. “Environmental education processes necessitate a reorientation in the understanding of education, which requires deeper insight into pedagogical practices, environmental issues and risks, and the ability to bring these two sets of insights together” (SANParks EE Policy Document, 2005).*

*What about investigative, hands on activities linked to programme objectives and LA’s? What about meaningful environmental learning... ”organized, high quality and interactive activities which include curriculum linked, school based initiatives, such as the Kids in Parks Programme implemented within the context of the formal education system...” (SANParks EE Policy Document, 2005).*

The development of environmental education programmes in the park are planned and developed by the park staff – there have not been any interactions or work-shopping around the development of programmes with other parks or other organizations – programmes have been developed within the context of the park but in isolation (AM4 – PPIA2).

On the question whether any policies or guideline documents had influenced the park programmes, the answer was positive but quite indistinct, even although the Regional Coordinator remarked – “I said, whatever we do, we must take into account the Policy of SANParks (AM4 – PPIA2).” The recognition of the Policy was there but it was referred to in a very superficial way and no detection could be made whether it is taken into account or not and in what it is applied. In a follow-up question on how the national school curriculum presents itself in the programmes, the Regional Coordinator referred to a previous answer that included the importance of the participation and inputs of educators

(AM4 – PPIA2). *This was also vague in terms of whether there are current elements of the school curriculum that exist in the programme.*

Addo Elephant National Park formed part of the 2007 Kids in Parks schedule and became part of the Kids in Parks resource development programme. The Regional Coordinator indicated that they found the Kids in Parks Teacher's guide and Learner Book to be a good resource but had reservations about the fact that the resource was developed without the participation of the input of educators (AM4 – PPIA2). There was also no guidance and assistance from the project management of the Kids in Parks programme when information was required for the compilation of the resource as well as on the required structure of the programme (AM4 – PPIA2). The Regional coordinator also indicated that in terms of the national planning meetings that were held on a monthly to two monthly basis in aid of the Kids in Parks programme, little to no attention was given to the programme structure and programme activities (AM4 – PPIA2 & KIPRVRD12).

During the site visit to the school group from La Trobe Primary School, who was participating in the Kids in Parks programme at the Addo-Zuurberg Mountain Resort, I had informal conversations with the two assistants (one park intern and one nature conservation student) on the programme who were running the programme at the time of the site visit. After spending most of the day with the group it was evident that quite a significant part of the time of the programme was spent on logistics and activities which were not directly related to educational activities. On arrival at the centre where the programme was taking place the learners were taking a convenient break. For most of the time after that the learners took part in an 'high ropes' obstacle course – the main aim there was to overcome fears of heights and to attempt in operating in a team. This activity took up a lot of time and there were no links to the educational activities within the Teachers Guide and Learner Book that could link the activity to the outcomes of a specific Learning Area. From there the learners went on a horse ride that was mainly a fun activity and for many was a first-time experience. Both these activities consumed a fair amount of time due to the logistical components that were involved – both needed the external support of other staff members to present, which also complicated the matter. This coincides with one of the issues that emerged from the questionnaires of the review workshop of the Kids in Parks programme that technical and logistical

aspects of park programmes tend to dominate programmes (see chapter 4, p. 61.....). If the staff acting in the positions of practitioners were fully informed about the environmental education objectives in the policy as well as the programme objectives of the Kids in Parks programme they would have probably been able to make clearer links between available and contextual resources and meaningful environmental learning (SANParks EE Policy Document, 2005). The deduction made of why this was the case, was that the programme assistants didn't have the necessary insights into the national context in which the programme was being conducted – they were informed of selected information via the Regional Coordinator, through the park practitioner, who alternatively attended the national meetings. The programme assistants also had restricted exposure to environmental education as a field of practice, especially in terms of its more holistic approach. Both these practitioners were in an experiential training phase of their careers and had also not had the opportunity to engage with organizational policies, applicable guideline documents, or the programme directives. These are areas that need directed introduction and orientation by knowledgeable staff who could give specialist inputs, guidance and support to such park practitioners who have had restricted exposure in this field. *STAFF TRAINING.*



Figure A.4  
Addo Elephant – KIPs activities



Figure A 5  
Addo Elephant – KIPs activities

**CASE RECORD 2**

**ENVIRONMENTAL EDUCATION PRACTICES AND RESOURCES IN PARKS IN TERMS OF THE SANPARKS ENVIRONMENTAL EDUCATION POLICY AND THE ALIGNMENT OF PROGRAMMES TO THE NATIONAL SCHOOL CURRICULUM**

\* Reference to AM5 (Analytical Memo 5) in this case record, refers to Synopsis Report 2 (SR2) as described in chapter 3, p. 64 & 65.

This case is a synthesis of information on the environmental education resources of a number of parks in terms of what kind of resources are being used in parks and what kind of practices are being implemented. The data sources of this case consisted of pre-workshop questionnaires and resource examples that were provided by a number of parks.

**Questionnaires of the Kids in Parks Curriculum Introduction Workshop**

From the deliberations and recommendations of the review workshop in May 2007 (see chapter 3, p. 8 & chapter 4 p. 59), a follow-up workshop was scheduled for August 2007 (see chapter 3, p. 9) where specific attention was given to the introduction of the National Curriculum Statement to the People and Conservation park practitioners, with special reference to linking the curriculum statements with the programme objectives. Questionnaires, that were compiled and sent out by the facilitators of the workshop in order to gain information and acquaint themselves with their workshop participants as well as their involvement with environmental education practices in parks, were used in the research study to inform the research question, with special reference to how and if park programmes are being aligned to the national school curriculum. As referred to in chapter three, this workshop was not pre-planned in the original research fieldwork plan, but as a participant of the workshop, there was useful and applicable information that emerged from the proceedings of this workshop. Selective information was used as an inclusion into the research study.

The parks that participated in the workshop were Kgalagadi Transfrontier Park, Knysna National Lake Area, Addo Elephant National Park, West Coast National Park, Namaqua National Park, Mountain Zebra National Park, Agulhas National Park, Augrabies Falls

National Park, Bontebok National Park, Tsitsikamma National Park, Table Mountain National Park, Golden Gate National Park and Kruger National Park. These parks were all actively involved in the Kids in Parks programme and represented parks from all five the Clusters. One representative from each of these parks completed a questionnaire which makes the number of questionnaires thirteen in total.

In order to establish in what direction people were qualified and how their qualifications were informing their practices, they were requested to indicate what their qualifications were. For the sake of confidentiality and respect towards people’s privacy the parks were numbered from one to thirteen. A table was compiled of the collective information from the completed questionnaires.

**Table B. 1:** Summary of the Qualifications of P&C Staff

Qualification	Park 1	Park 2	Park 3	Park 4	Park 5	Park 6	Park 7	Park 8	Park 9	Park 10	Park 11	Park 12	Park 13
National Diploma in Nature Conservation	1									1 *Add - BTech + EIE Cert		1 *Add - Dipl in Cons Edu + Cert in EE	
Higher Diploma in Education		1				1		1					
Matric			1 *Add - Field Guiding	1							1		
BSc Degree					1 *Add - Hons								1 *Add – MEd (EE) + EIE Cert
BA Degree						1 *Add - Hons	1 *Add - BEd	1 *Add - BEd	1				

\* - Additional qualifications to the primary qualification of the park representative

Three of the People and Conservation park staff who completed the questionnaires had Diplomas in Nature Conservation – one with an additional B Tech qualification, as well as an Environmental Interpretation and Education (EIE) Certificate, one with an additional Diploma in Conservation Education, as well as a Certificate in Environmental Education and one with a straight Diploma. Three other People and Conservation staff members had Higher Diplomas in Education – one with a straight diploma and two candidates with the diplomas

as extra qualifications to BA Degrees. Three more staff members had Matric qualifications, of which one had an additional Field Guide Association of South Africa (FGASA) Field Guide Certificate. Two of the People and Conservation Staff had B Sc Degrees – one with and additional Honors Degree and the other with a M Ed in progress as well as an Environmental Interpretation and Education (EIE) Certificate. Four more staff members had BA Degrees – one with a straight BA Degree, one with and additional Honors Degree in Psychology and two with additional B Ed Degrees. This means that 77% of the People and Conservation park practitioners who completed the questionnaires have tertiary qualifications and 23% have matric. Of the tertiary qualifications 38% have a natural science/nature conservation background, 31% have a social science background, 46% have training in education (23% straight and 23% as additional), and 23% have specific training exposure in environmental education. From this data it is evident that a good average of park practitioners has had good exposure to tertiary education, but that specific exposure and training within the environmental education field is quite restricted.

The other applicable areas of information that were drawn from the questionnaires of the workshop are discussed under the following five paragraph headings:

### **Ways in which themes are selected for educational programmes in Parks**

- From previous existing material (AM5 - KIPCWQ1)
- From audits of the most prominent characteristics and issues that occur in the parks that often determine what themes are practical and applicable to use in the designing of programmes (AM5 - KIPCWQ1, KIPCWQ2, KIPCWQ4, KIPCWQ5, KIPCWQ6, KIPCWQ7, KIPCWQ8, KIPCWQ9 & KIPCWQ13) *Contextualisation*
- By consideration of schools or groups' needs and requests (AM5 - KIPCWQ1, KIPCWQ3, KIPCWQ6, KIPCWQ7, KIPCWQ9, KIPCWQ10 & KIPCWQ12)
- By considering the SANParks Environmental Education objectives (AM5 - KIPCWQ1)
- By using the national celebration days as an indicator (AM5 - KIPCWQ2, KIPCWQ4 & KIPCWQ5)
- From an ecology-based departure point (AM5 - KIPCWQ3)
- By considering a prevalent subject at the time of designing the programme (AM5 - KIPCWQ5)

- By considering themes that can link with the curriculum (AM5 - KIPCWQ10 & KIPCWQ13)

The data portrays that besides contextualizing themes in terms of the characteristics and issues in the park and negotiating themes on request from groups, there is no methodological way in which park practitioners go about in selecting themes for programme design and development. It seems like quite an individualistic approach that is inspired by a variety of different sources.

### Themes and topics that occur pre-dominantly in park programmes

This information was also retrieved from the questionnaires that were completed by the thirteen park representatives who attended the Kids in Parks Curriculum Introduction Workshop.

**Table B. 2:** Themes and topics that occur pre-dominantly in park programmes

Themes and topics used by parks in environmental education programmes	Number of parks with specific themes/topics	Percentage of parks covering themes/topics
Animals (Mammals, birds, endangered species, animal behaviour etc)	11	46% to 85%
Ecology (Basic ecology and biomes of parks)	8	
Cultural Aspects	7	
Historical Aspects	7	
Plants	6	
Conservation Aspects	5	23% to 38%
Water	4	
Wetlands	4	
Career Opportunities	4	
Sustainable living	4	
Development issues around national parks/Regional Challenges	3	
Waste Management and clean environments	2	8% to 15%
Tourism aspects around national parks	2	
Geography and landforms	2	
Environmental Issues	1	
Local Languages	1	
Adventure Activities	1	

The green shaded area of the table includes the themes that are most commonly utilized in park programme development. These themes could cover a variety of aspects within the biophysical-social-political (historical) dimensions of the environment (see chapter 2, p. 3...). The yellow shaded area of the table includes themes that are moderately utilized in park programme development – interestingly enough these themes lean more towards the social-political-economic aspects within the diagram of interacting dimensions of the environment (see chapter 2, p. 3...), with a more restricted occurrence of the biophysical aspects. The pink shaded area of the table includes themes less commonly used within park programme development, but the social-political-economic aspects are dominant with one theme touching on biophysical aspects and one unrelated to the specific interacting dimensions of the environment.

The encouraging part of this data is that there seems to be a definite tendency toward the development of environmental education programmes in parks representing a good variety of the interacting dimensions of the environment that include a combination of the biophysical, social, economic and political aspects which creates a much better understanding of the complexity of environmental interactions and puts current approaches to environmental education into practice.

### **Methods and Approaches used in Park Programmes**

A majority of the park representatives indicated on the questionnaires that the method and approaches that are used during the presentation of their programmes mainly include visual and practical approaches like the touch, feel and taste concept (AM5 - KIPCWQ1, KIPCWQ2, KIPCWQ3, KIPCWQ4, KIPCWQ5, KIPCWQ6 & KIPCWQ8) This concept also links-up with learning by doing, learning by meaning making (playful conversation) and environmental meta-learning that requires multi-disciplinary, multi-cultural and multi-leveled engagements (AM5 - KIPCWQ10 & KIPCWQ13), as well as hands-on activities (AM5 - KIPCWQ4 & KIPCWQ10). Another approach used in parks programmes is interactive discussion which is stimulated by e.g. worksheets, quizzes and guided dialogue (AM5 - KIPCWQ1, KIPCWQ2, KIPCWQ3, KIPCWQ8 & KIPCWQ10) The participatory or guided participatory approach which is an active role approach where students become co-learners and co-investigators with the educator in a collaborative learning process also links to the previously mentioned approach (AM5 - KIPCWQ4 & KIPCWQ13). The fun – activity approach was also a method used within the presentation of park programmes by four park

representatives (AM5 - KIPCWQ2, KIPCWQ7, KIPCWQ9 & KIPCWQ10). A number of other approaches were listed by two or less representatives as methods of implementation, which were, the prior knowledge approach (AM5 - KIPCWQ4 & KIPCWQ13), the group work approach (AM5 - KIPCWQ6 & KIPCWQ8), the interpretive approach (showing and telling) (AM5 - KIPCWQ6 & KIPCWQ7), the social constructivist and social critical learning approaches (where active methods are introduced by educators through constructing knowledge with students through dialogue), the social learning theory where people learn from observing other people and action competence approach (AM5 - KIPCWQ12 & KIPCWQ13).

The deduction made from the information provided on the different approaches and methods used by park representatives, was that quite a number of parks were engaging in the approach of interactive activities where learners were made part of the learning process – it was conveyed in different ways but expressed a definite way of doing. (*Outcomes-based education considers the process of learning as important as the content – Policy RNCS Grades R-9 Overview 2002*). Some of the mentioned approaches and methods were explained by the park representatives and others merely mentioned – this can mean that there is some kind of knowledge of different educational approaches and methods but that there might be a lack of a deeper understanding (*EE processes necessitate the understanding of education, which requires deeper insight into pedagogical practices, environmental issues and risks, and the ability to bring these two sets of insights together – SANParks EE Policy Document 2005*).

### **Ways in which activities contribute towards establishing knowledge, skills and values of learners**

On the question of how the park representatives thought that the activities they presented in their respective parks contributed towards the expansion and establishment of knowledge, skills and values of learners, the following aspects were raised:

- By exposing learners to a variety of themes and providing opportunities for learners to expand their learning environments out of the classroom (AM5 - KIPCWQ2, KIPCWQ10 and KIPCWQ13) (see chapter 4, p. 19 and chapter 2, p. 32) (*reference to the KIP's proposal document – p.2 and p.5*).
- By undertaking investigations in the environment, identifying different issues (interpreting) and suggesting solutions/solving problems through reporting and

presenting – doing research (AM5 - KIPCWQ1, KIPCWQ2, KIPCWQ3, KIPCWQ5, KIPCWQ7, KIPCWQ9 and KIPCWQ12) *(reference to the KIP's proposal document – p.2).*

- By participating actively in the programmes through experiencing activity based or hands-on activities (AM5 - KIPCWQ5, KIPCWQ6, KIPCWQ7, KIPCWQ10, and KIPCWQ13).

Taking these responses into consideration it is clear that park representatives are applying aspects that are encapsulated within the SANParks EE Policy Document. The process of developing meaningful environmental education programmes for meaningful learning, will be further enhanced if there is a clear correlation between the educational approaches used in programme development and the learning process that are taking place.

### **Learning Support Materials that are used in environmental education programmes in parks**

The majority of park representatives who completed the questionnaires made mention of worksheets, booklets, learning packs, information sheets and S harenet resources as sources of Learning Support Materials in their parks (AM5 - KIPCWQ1, KIPCWQ2, KIPCWQ4, KIPCWQ5, KIPCWQ6, KIPCWQ7, KIPCWQ8, KIPCWQ9, KIPCWQ10, KIPCWQ11, KIPCWQ12 & KIPCWQ13). A number of also parks noted that power point presentations are used as an educational resource (AM5 - KIPCWQ2, KIPCWQ8 & KIPCWQ13). There was also mention made of investigative equipment that is used during programmes as Learning Support Material e.g. binoculars, water filters, water testing kits etc (AM5 - KIPCWQ12 & KIPCWQ13). Educational games developed around programme themes were also listed as supporting resources e.g. picture building game, national parks card and m ap game etc. (AM5 - KIPCWQ2, KIPCWQ7, KIPCWQ10 & KIPCWQ13). A number of parks also have the availability of resources that enable them to take programme participants on game viewing and boa t-trip experiences (AM5 - KIPCWQ2, KIPCWQ8 & KIPCWQ13).

In summary it is evident that parks are utilizing a variety of different Learning Support Materials in their educational programmes and that in general it appears that programmes are relatively well supported by this variety of resources.

## Learning Support Materials in Parks

In order to gain a better insight into what “hard copy” resources parks had available and could be analyzed without physically visiting the parks for the sake of analyzing them, it was requested on the questionnaires that was distributed to the Regional Coordinators for People and Conservation and the Park Practitioners (see annexure F) that they provide copies/examples of their available Learning Support Materials. Seven parks responded to this request. A summary of the Learning Support Materials that were provided by the park practitioners is tabled in table B.3. It should be noted that these are not the only resources that the respective parks have or are using, but represents a fair amount of their Learning Support Materials. The reason for analyzing these resources is that it does indicate what the extent, content and context of the resources are.

**Table B.3**

Name of Park	Summary Learning Support Materials
Table Mountain National Park (TMNP)	<p>TMNP has an extensive collection of Learning Resource Materials which are to a large extent linked to aspects of the school curriculum, Learning Areas and the Outcomes Based Education System. It briefly entails the following:</p> <ul style="list-style-type: none"> <li>◦ Module 1 – Parks as Educational Resources – <a href="#">An Introduction - National Parks and C 2005</a> – General and contextualized</li> <li>◦ Module 2 – Parks are Precious Places - The role of National Parks – general and contextualized, <a href="#">curriculum linked</a></li> <li>◦ Module 3 – The Biodiversity of the CPNP – contextualized, <a href="#">curriculum linked</a></li> <li>◦ Module 4 – Cultural Heritage and History in the CPNP – contextualized, <a href="#">curriculum linked</a></li> <li>◦ Module 5 – Managing the CPNP – contextualized, <a href="#">curriculum linked</a></li> <li>◦ Document of the ENVIRONMENT in the RNCS – <a href="#">Intermediate Phase in terms of the Learning Outcomes and the Assessment Standards</a></li> <li>◦ Kids in the Park (2006, 2007) – Learner Book and Teachers Guide – <a href="#">Curriculum linked</a>, contextualized (<a href="#">Funding for the development of LSM and the purchasing of resources for programme provided by external funders</a>)</li> </ul> <p>This park received external funding from the Global Environmental Facility (GEF) through which a large portion of the development of the resources was funded (<a href="#">External funding for the development of EE resources seem to be</a></p>

	crucial for the development of quality LSM's)
Namaqua National Park (NNP)	<p>The current park practitioner did not respond to the request for resources but a former park practitioner provided information and a portion of resources that were still available to her. The park has actively been busy with the development of environmental education programmes for the past seven years. This park even developed an environmental education policy during 2002/2003, during which the park also received funding from external funders due to the "hot spot" biodiversity status of the Succulent Karoo (External funding for the development of EE resources seem to be crucial for the development of quality LSM's). Additional staff was also able to be appointed during that period, but when the funding period expired, there was a reduction in staff and a deterioration of the continuity and output of environmental education programmes (see chapter 4, p.25). However the resource material that was analyzed entailed the following:</p> <ul style="list-style-type: none"> <li>◦ An Educator's Resource for the Namaqua National Park – for Environmental Learning in Curriculum 2005. This resource is <a href="#">linked to Learning Areas, Learning Outcomes and Assessment Standards</a> – contextualised</li> <li>◦ The role of National Parks – general information, not curriculum linked</li> <li>◦ The Application of the Active Learning Framework in EE – general information, not curriculum linked</li> <li>◦ Rommelstroom – general information, not curriculum linked</li> <li>◦ Basterkokerboom – contextualized, not curriculum linked</li> <li>◦ Cultural Heritage History – <a href="#">Linked to Curriculum</a>, contextualized</li> <li>◦ Kids in the Park (2007) – Learner Book and Teachers Guide – <a href="#">Curriculum linked</a>, contextualized (Funding for the development of LSM and the purchasing of resources for programme provided by external funders)</li> </ul>
Augrabies Falls National Park (AFNP)	<p>AFNP currently utilizes the following resources:</p> <ul style="list-style-type: none"> <li>◦ Work Sheets – Leer ken ons Ruskamp – 2 Versions - Gr 1 to 3 and Gr 6 to 7 – General Information</li> <li>◦ Work Sheets - Biodiversity is Life (Eng and Afr) - General Information</li> <li>◦ Talk – AFNP – Ekologie Praatjie vir Skoolgroepe</li> </ul>

	<ul style="list-style-type: none"> <li>◦ Interpretation Sheets for Holiday Guided Walks – General Information</li> <li>◦ Know your Restcamp – 3<sup>rd</sup> Version – General Information</li> <li>◦ Info Sheet – Plante van AFNP</li> <li>◦ General Information on AFNP – Youth Day Programme – General Information</li> <li>◦ Info Sheet – Hoe om Voëls te kyk – AFNP – General Information</li> <li>◦ Water Information and Activity sheet – General Information</li> <li>◦ Info and Activity sheet – World Water Day</li> <li>◦ Info and Activity sheet – International Biodiversity Day – General Information</li> <li>◦ Kids in the Park (2007) – Learner Book and Teachers Guide – <a href="#">Curriculum linked</a>, contextualized (Funding for the development of LSM and the purchasing of resources for programme provided by external funders)</li> </ul>
Camdeboo National Park (CNP)	<p>Camdeboo was proclaimed a National Park in 2005. Before that it fell under the Provincial Conservation Department. It runs an EE centre that was sponsored by Gold Fields in the late 80's – early 90's. A young park in terms of exposure to the development of EE in SANParks. The concept of linking existing programmes to the curriculum is new and in a planning phase. The LSM of Camdeboo entail the following:</p> <ul style="list-style-type: none"> <li>◦ Slide Show – Introduction to the Park – general information, not curriculum linked, contextualised</li> <li>◦ Walking trail and Map Orientation – adding up of numbers gathered on trail – not curriculum linked, contextualized</li> <li>◦ Night Food Chain Game – Basic Ecology – contextualized, not curriculum linked</li> <li>◦ Intro to the Solar System and the night sky – general information, not curriculum linked</li> <li>◦ Solar Energy – general information, not curriculum linked</li> <li>◦ Game – Walk the Plank – problem solving, good communication and perseverance – general information, not curriculum linked</li> <li>◦ Pyramid of Life Illustration – Karoo example – adaptation of plants, Animal Adaptation, food pyramids, predators/prey game – not curriculum linked, contextualized</li> <li>◦ The geology of the Valley – general information, not curriculum linked, contextualized</li> <li>◦ Wildlife Quiz on birds, mammals, snakes and reptiles, insects and spiders related to</li> </ul>

	<p>the area – not curriculum linked, contextualized</p> <ul style="list-style-type: none"> <li>◦ Reduce, re-use and recycle – General Information, not curriculum linked</li> <li>◦ Night spoor trail – map reading, night orientation, night sounds – general information, not curriculum linked</li> <li>◦ Obstacle course – fun and challenge children – general information, not curriculum linked</li> <li>◦ Things to do at home and at school – school linked, school development, creating general awareness – general information, <a href="#">partially linked to curriculum</a></li> <li>◦ Kids in the Park (2007) – Learner Book and Teachers Guide – <a href="#">Curriculum linked</a>, contextualized (<a href="#">Funding for the development of LSM and the purchasing of resources for programme provided by external funders</a>)</li> </ul>
Addo Elephant National Park (AENP)	<p>The LSM's that were provided by the park practitioner from Addo entailed the following:</p> <ul style="list-style-type: none"> <li>◦ Information and activity sheet of Animals of Addo – not curriculum linked, contextualized</li> <li>◦ Interpretation information on Thicket Valley and related plants and their uses – not curriculum linked, contextualized</li> <li>◦ Information sheets of 5 prominent Addo animal species – not curriculum linked, contextualized</li> <li>◦ A worksheet on general information of Addo – not curriculum linked, contextualized</li> </ul> <p>Kids in the Park (2007) – Learner Book and Teachers Guide – <a href="#">Curriculum linked</a>, contextualized (<a href="#">Funding for the development of LSM and the purchasing of resources for programme provided by external funders</a>)</p>
Golden Gate Highlands National Park (GGHNP)	<p>GGHNP formed part of Case 2 in the research study in which a number of aspects around environmental programmes and resources were discussed (see chapter 4, p. 45, 46 &amp; 47)</p> <ul style="list-style-type: none"> <li>◦ Introductory/Orientation Walk and power point – not curriculum linked, contextualized</li> <li>◦ Guided Walks with different focus areas like map work, grassland ecology, wetlands, alien plants – <a href="#">curriculum linked aspects</a>, contextualized</li> <li>◦ National Parks and Conservation talk, game and worksheet – not curriculum linked, general information</li> <li>◦ Geology and Paleontology – interpretive walk and worksheet – <a href="#">curriculum linked</a>,</li> </ul>

	<p>contextualised</p> <ul style="list-style-type: none"> <li>◦ Waterways and wetlands – talk and bio-indicator test at the river and worksheet – curriculum linked, contextualized</li> <li>◦ Mammal Game - curriculum linked aspects, contextualized</li> <li>◦ Basic Ecology, food chains and webs, worksheet – curriculum linked aspects, contextualized</li> <li>◦ People and the past – short introduction, practical experience at the cultural village and work sheet – curriculum linked aspects, contextualized</li> <li>◦ Career properties in SANParks – curriculum linked aspects, general information with contextualized examples</li> <li>◦ Endangered species - curriculum linked aspects, contextualized</li> <li>◦ Kids in the Park (2005, 2006, 2007) – Learner Book and Teachers Guide – Curriculum linked, contextualized (Funding for the development of LSM and the purchasing of resources for programme provided by external funders)</li> </ul>
Kgalagadi Transfrontier Park (KTFP)	<p>Kgalagadi has very well developed resource packs that were initiated after the Rhodes EIE Course in 2003 with the help of the EE Unit at Rhodes as well as Sharenet. There has been excellent expansion on further resource development for different focus groups. Resource pack are directly linked to curriculum</p> <ul style="list-style-type: none"> <li>◦ Animal Resource pack with three specifically linked activities for Grade 1 – Curriculum linked, Contextualised</li> <li>◦ Water, Waste and Nature resource pack for Grade 3 with 6 specifically linked activities – Curriculum linked, Contextualised</li> <li>◦ Flora, Fauna and Water Resource pack for Grade 5 with 14 linked activities - Curriculum linked, Contextualised</li> <li>◦ Kalahari Dunes – Resource pack for Grade 6 with 3 specifically linked activities - Curriculum linked, Contextualised</li> <li>◦ Parks, People and Cultures – Resource pack for Grade 7 with several activities linked to this theme - Curriculum linked, Contextualised</li> <li>◦ Water in the Kalahari – Resource Pack for Grade 9 – with 5 activities directly linked to the curriculum - Curriculum linked, Contextualised</li> <li>◦ Tourists, jobs and CV's – Resource pack developed for Grade 12 – with several activities linked to this curriculum theme - Curriculum linked, Contextualised</li> </ul>

	<ul style="list-style-type: none"> <li>◦ Kids in the Park (2005, 2006) – Learner Book and Teachers Guide – Curriculum linked, contextualized (Funding for the development of LSM and the purchasing of resources for programme provided by external funders)</li> </ul>
--	---

The deduction that can be made of the Learning Support Materials that were received from the seven parks, are that the parks who submitted were willing to share the information they had available on the status of their environmental programmes. There is good percentage of Learning Support Materials within the sampled parks that already has been linked to aspects within the national school curriculum and all seven these parks have also participated in the Kids in Parks programme that is a dedicated access programme with very specific objectives that include the development of resources in alignment with the national school curriculum (see chapter 4, p. 59). The parks that have other programmes besides the Kids in Parks programme that have programmes linked to aspects of the national school curriculum, have to a large extent either had other external funding that made this development process possible. The other factors that could contribute towards the gradual development of park programmes in alignment with the school curriculum could also be attributed to the long historical development process of environmental education in SANParks and the experience and exposure of staff to the evolution that environmental education in general has undergone.

**CASE RECORD 3****PROGRAMME PRACTICES IN GOLDEN GATE HIGHLANDS NATIONAL PARK WITH  
SPECIAL REFERENCE TO THE KIDS IN PARKS PARTNERSHIP PROGRAMME**

\* Reference to AM3 (Analytical Memo 3) in this case record, refers to Synopsis Report 3 (SR3) as described in chapter 3, p. 64 & 65.

This case record is a review of current practices in Golden Gate Highlands National Park in terms of the policy objectives in a dedicated Environmental Education programme (Kids in Parks) with reference to the alignment of programmes to the national school curriculum.

The introduction of the case record serves as a synthesis of how programmes at the Wilgenhof Environmental Education Centre in Golden Gate Highlands National Park are reflecting aspects of the policy with reference to the national school curriculum. Within this case record the Official Pedagogic Discourse will be investigated to see how elements are being recontextualised and a non-pedagogic discourse is created.

As reported in chapter 2, pp. 41-43, the Kids in Parks programme is a partnership programme with a long term goal of developing a respect for, and committing to contribute towards conserving and sustaining South Africa's natural and cultural heritage through environmental education. Looking at the objectives of the programme, there is a very strong emphasis on supporting and enhancing learner and educator involvement in terms of environmental learning within the national school curriculum (chapter 2, p. 41 and chapter 4, p.86). This is the dedicated programme in Golden Gate at the Wilgenhof Environmental Education Centre that formed the focus of Case Record 3 of the research project.

The Kids in Parks programme was officially launched in October 2004. The initial project plan indicated that 15 national parks, over a period of three years will afford 7500 learners and 300 educators the opportunity to experience environmental learning through field trips of three days and two nights to national parks. The first five parks that participated in 2005's Kids in Parks programme were West Coast National Park, Marakele National Park, Wilderness National Park, Kgalagadi Transfrontier Park and Golden Gate Highlands National Park. The programme had such good results and feedback that a proposal was made to the National Steering Committee

that the first five parks stay on board for round two (2006) together with the five new parks. This was agreed to by the partners within the programme. This is how Golden Gate Highlands National Park qualified for participation for a second year. In the selection process for the third year's (2007) parks, Golden Gate was included by the steering committee as the programme was running extremely well in the park in terms of infrastructure, as well as programme content. When the first phase of the programme was reviewed in mid 2007, an extension period of another three years was agreed on by all the partners, and Golden Gate Highlands National Park qualified for the fourth year round as one of the participating parks in the Kids in Parks programme for 2008 – the only park that has had the opportunity to qualify for participation throughout the programme. The Director of the People and Conservation Division indicated at the meeting on the 01 October 2007 where the 2008 parks were announced, that Golden Gate was selected for a fourth term as it was setting the trend of presenting quality and meaningful programmes in terms of the objectives of the programme which could function as a measure for the programme implementation and there was very little extra logistical support needed to execute the programme. This is thus a good reason why this programme is a good measure of looking into aspects of policy implementation and programme practices.

To be able to measure the programme practices within Golden Gate Highlands National Park, the aspects within the policy and other programme guideline documents had to be taken into consideration.

### **SANParks Environmental Education Policy 'Expectation' of environmental education programmes in Parks with special reference to the national school curriculum**

In the SANParks Environmental Education Policy Document (2005) it is stated that environmental education in SANParks takes the form of organized, high quality and interactive activities and include curriculum linked school based initiatives such as the Kids in parks programme that is implemented in the context of the formal education system (AM3 - EEPOLD1) *Success story of the KIP's programme*. The SANParks Environmental Education Policy Document (2005) further states that programmes in parks needed to be reviewed within the context of the national school curriculum and Outcomes Based education (AM3 - EEPOLD1). *First formal recognition that programmes in parks needed to be reviewed*.

The SANParks Environmental Education Policy Document (2005) also emphasizes that environmental education processes necessitate a reorientation in the understanding of education,

which requires a deeper insight into pedagogical practices, environmental issues and risks and the ability to bring these together (AM3 - EEPOLD1). *Specialised field of practice – staff should be capacitated.*

Awareness about the environment in terms of the natural and cultural resources throughout the parks is the first objective in the SANParks EE Policy document (AM3 - EEPOLD1). *It is probably the objective that has formed golden thread over the transition years from information and interpretation to environmental education where it stands now.* In a letter of appreciation from a learning facilitator, after the 2005 Kids in Parks programme, it is stated that the Kids in Parks programme “...will definitely contribute to awareness of conservation, pollution etc.” (AM3 - KIPGGLFD12). Within another objective of the Kids in Parks programme, it states that learners must be able to taught skills to solve environmental problems (AM3 - EEPOLD1) A further remark made by the Learning Facilitator in the letter appreciation was that “....they (the learners) will develop into responsible citizens to appreciate this beautiful country (AM3 - KIPGGLFD12). Numbers of learners and schools should be increased in order for them to experience quality learning experiences in national parks (AM3 - EEPOLD1, AM2 - EIESD2 & AM3 - EEPOLD1).

### **SANParks Kids in Parks Partnership programme objectives ‘Expectations’ of environmental education programmes in Parks with special reference to the national school curriculum**

One of the primary objectives of the Kids in Parks Programme is to enhance access for learners and educators, especially from disadvantaged backgrounds (AM3 - KIPPRD6, AM2 - EIESD2, AM2 - KIPPRD6, chapter 4, p. 16). This is confirmed in a letter of appreciation from a learning facilitator who has been involved in the Kids in Parks Programme since 2005, where it is stated that “This programme is an opportunity for learners to experience some wildlife which they really do not know” (AM3 - KIPGGLFD12).

The Kids in Parks Programme proposal document also states that the programme should strengthen the environment in the school curriculum, expand learners and educators learning environment in the national parks, advance environmental literacy, support teacher professional development and follow a resource based approach that will provide educators and schools with Learning Support Materials (LSM) – focusing on parks aligned to Outcomes Based Education in support of the school curriculum (AM3 – KIPPRD6). The Kids in Parks Programme exemplifies education about, in and for the environment (AM3 - KIPPRD6 & EEPOLD1).

The Kids in Parks materials must be contextually relevant and park specific (*CORNBLETH*) but supporting the school curriculum (AM3 – KIPPRD6). The Kids in Parks Programme must incorporate teacher development around ‘environmental learning’ by following the resource based approach to learning, which includes the development and alignment of resources with teachers (*PARTICIPATORY APPROACH*) so that the resources can be used within the context of the curriculum, school and particular park (*core/essence of the programme*) (AM3 – KIPPRD6).

## **The Implementation Process of the Kids in Parks Programme in terms of the 2005, 2006 and 2007 Reports of programme in Golden Gate Highlands National Park**

### **The 2005 Kids in Parks Report of Golden Gate Highlands National Park**

In 2005 the Kids in parks Programme was piloted in Golden Gate Highlands National Park. As there are more than 200 primary schools within the focus area of the programme scope around Golden Gate Highlands National Park, it was decided in conjunction with the Natural Science Learning Facilitators of the intermediate phase from the relevant District Municipal Area, to target grade five pupils for the first year. The themes of programmes and activities that were being presented at Golden Gate Highlands National Park were discussed and selected with the Learning Facilitators, for the sake of relevance and in alignment with curriculum aspects of the grade five curriculum (AM3 - KIPR05D7)

The 2005 Kids in Parks programme was commended by the 20 educators who attended the teacher’s information workshop as well as the park visits, and they showed great enthusiasm to expand on their knowledge in terms of the environment and to strengthen their hands-on approaches within the learning areas of the curriculum (AM3 - KIPR05D7). In a letter of appreciation from the Learning Facilitator it was stated that “It was excellent to be part of this project to contribute within the learning area and curriculum” (AM3 - KIPGGLFD12).

The teacher’s information workshop for the 2005 Kids in Parks programme, that was attended by 3 Social Science Learning Facilitators on request from their side, lead to 5 more teachers workshops in the following year for 150 Social Science teachers from the district, to also expose them to the applicable hands-on activities within their learning area (AM3 - KIPR05D7).

### **The 2006 Kids in Parks Report of Golden Gate Highlands National Park**

With reflection on the 2005 Kids in Parks programme, all themes and activities were reviewed and re-developed with the aim of enhancing and supporting the school curriculum, making people aware of the environment as a learning resource and to illustrate to educators in what ways the environment can be brought into the classroom (AM3 - KIPR06D8). In alignment with the reviewed themes and activities in the park, a resource pack was developed for teachers and learners, consisting of an educator's guide and a learner activity book. This was done for areas within the intermediate phase – thus not grade specific (AM3 - KIPR06D7).

Mainly due to a language barrier during the 2005 Kids in Parks programme in Golden Gate Highlands National Park, where the grade five pupils, of which the majority were Sesotho speaking, were not totally comfortable with English yet, a collaborative decision was made between the Learning Facilitators and the Park staff that the 2006 programme would be attended by grade 6 pupils (AM3 - KIPR06D7).

Suitable areas within the curriculum of the grade sixes were identified in conjunction with the Learning Facilitators. Pre-visit assignments, applicable to certain theme activities, were planned together with the Learning facilitators and carried over to the educators during a visit to schools prior to their park visit (AM3 - KIPR06D7).

The activities that learners participated in during their park visit were e.g. role play, presentation of their pre-visit assignments, investigations, map reading, story telling, educational games, group competitions and fun activities enhancing coordination and the adventure component (AM3 - KIPR06D7).

A personal comment that was made by the Learning Facilitator who occasionally visited the programme, it was stated that the 2006 programme excelled in its aim to address curriculum and that there was a visible improvement from the 2005 to 2006 programmes (AM3 - KIPR06D7).

The report further stated that the introduction of environmental education in a park based condition, contributed largely to a life-changing experience for learners from disadvantaged backgrounds (AM3 - KIPR06D7) *Adhering to project objectives*. It was also experienced that the Kids in Parks programme appeared to be an excellent opportunity to contribute towards unlocking the environment, in this case the park, as a varied resource to educators (AM3 - KIPR06D7).

The 2006 report also states that the Learning Facilitators play an important role in knowing what the aims of the programme are and supporting those especially in terms of the alignment of the programme with the school curriculum (AM3 - KIPR06D7). Learners and educators are to be made aware of the fact that the Kids in Parks programme is supported by the Department of Education and therefore the time spent out of the classroom in the park is school time and curriculum orientated (AM3 - KIP0R6D7).

### **The 2007 Kids in Parks Report of Golden Gate Highlands National Park**

As was stated in the previous reports, it was again stated in the 2007 report of the Kids in Parks programme that themes and activities of the previous years' programme were reviewed and re-looked at in order to further fine tune them to enhance the school curriculum and also to ensure that the themes and activities were linking appropriately to aspects of the grade six curriculum (AM3 - KIPR07D8).

During the teachers information workshop educators were introduced to different ways of presenting environmentally linked activities in the classroom (AM3 - KIPR07D11). These teacher's workshops provided educators the opportunity to make inputs to the final programme compilation in order to be part and parcel of the planning process and to take co-ownership of the programme (AM3 - KIPR07D11). *Participatory Approach.*

Learners should be given more preparatory assignments so that they can play a more active role in contributing towards and participating in the programme – to become more familiar with the concepts addressed in the programme (AM3 - KIPR07D11). An after-visit assignment should be done so that the assessment thereof can add to *CASS* – thereby creating shared benefits (AM3 - KIPR07D11).

Learners on the kids in Parks programme participated in a range of interactive programme activities, integrating a number of Learning Areas ranging from Languages, Social Science, Natural Science, Arts and Culture and Life Orientation. (AM3 - KIPR07D11). Activities in general should be more hands-on in terms of the investigatory and information seeking components (AM3 - KIPRD11).

The resource booklet developed for the Kids in Parks programme and contextualized for Golden Gate Highlands National Park, covered a number of applicable and relevant areas of the

programme that enhanced and encouraged the use of the booklet back in the classroom in support of the Learning Areas - it also served as additional material to prescribed materials at school (AM3 - KIPR07D11).

The 2007 report further states that the programme contributed towards enhancing social skills and independence of the learners (AM3 - KIPR07D11). (*VALUES AND ATTITUDES*).

There was awareness that some educators lacked enthusiasm to participate in all the programme activities (AM3 - KIPR07D11).

It would be of great value if the park staff who compile the programmes visit schools at the beginning of a year in order to plan in collaboration with educators so that the focus areas of the programme can be covered in the classroom before the learners come on the actual park visit (AM3 - KIPR07D11).

Kids in Parks programmes should be followed up at schools to establish whole school development and involvement – thereby enhancing and instilling the main objectives of the programme (AM3 - KIPR07D11, *see policy objectives*).

A stronger, more definite bond should exist between the park, school and education system (curriculum planners) to allow for a more meaningful planning and alignment process of the programmes in parks (AM3 - KIPR07D11).

### **Kids in Parks Resource Pack - 2005**

The 2005 Kids in Parks resource pack consisted of a Teachers Resource Guide that was compiled into a manual which focused on Golden Gate Highlands National Park consisting of three sections addressing curriculum aspects for grade five, six and seven respectively (AM3 - KIPRP05D9).

This resource was developed/compiled by a consulting agency. There was little to no preliminary input from any park practitioners. The park visits were conducted by sub-contracted educators that were writing the content and linking it with aspects of the school curriculum. These educators visited Golden Gate Highlands National Park very briefly and were totally unfamiliar with the Park that they were compiling a manual for. The 1-day interaction/exposure that the educators had to

the park, was also during a very late stage of the development schedule of the resources – it boiled down to a hit and run approach (*Personal comment*).

No mention or reference was made in the 2005 Golden Gate Highlands National Park Kids in Parks Report of the 2005 Resource Pack – the reason therefore was that the Resource Pack was still in development while the programme in the park was being conducted, and therefore didn't form part of the programme at all. The draft version of the Resource Pack was also never formally printed for distribution due to the fact that the comments received from the partners in the programme were not in approval of the product to be used within the programme (*Personal comment*).

In the introduction of the 2005 Resource Pack, the transformation process that SANParks went through during the transition period of governments in South Africa is emphasized and it also recognizes the policy changes that became evident after 1994 (AM3 - KIPRP05D9 – *Important knowledge that should be included at another level of orientation and training*). Nowhere in the 2005 Kids in Parks Resource there is any reference made to the SANParks Environmental Education objectives, neither to those of the Kids in Parks partnership programme, that both strongly illustrate the need and importance of the alignment of programmes in SANParks to the national school curriculum (AM3 - KIPRP05D9). Besides a very brief reference to the Kids in Parks programme on page 2 of the 2005 Teaches Resource Pack, there is very little briefing and background given on the actual partnership programme for which this resource was being developed, thus the content of the Resource Book was loose-standing from the context within which it was being developed (AM3 - KIPRP05D9).

The general background information given on Golden Gate Highlands National Park is very broad and presented in a hap-hazard way – a few aspects are highlighted, without putting them into the context of the where they fit into the of the bigger picture of the park and the programme (AM3 - KIPRP05D9). It was evident that the information portrayed in the Teachers Resource Pack was mainly sourced from a desk top study without any inputs from “on the job” practitioners (AM3 – KIPRP05D9). The writer(s) of the 2005 Resource Book doesn't reflect a true scenario, but includes extracts from a webpage that creates a confusing impression – it becomes clear to the informed reader that the writer(s) had no prior knowledge, exposure or understanding of the Park set-up or context within which the information was being used (AM3 – KIPRP05D9). The section under Climate on page 8 of the 2005 Resource Book consists of one sentence that has no further development, explanation or investigating expansions for practical application (AM3 –

KIPRP05D9). A tree list of Golden Gate Highlands National Park is included into the Resource Book on page 9, without any reference as to how it can be utilized in terms of classroom practice and how it related to activities and learning outcomes within the curriculum (AM3 – KIPRP05D9).

### **Activity Guidelines for the grade 5, 6 and 7 of the 2005 Kids in Parks Resource Book in relation to the information in the Teachers Resource Pack**

The information in the Teachers Resource Pack appears loose standing and unrelated to the activities that appear in the guidelines for the different grades (AM3 – KIPRP05D9). In order to complete the suggested activities and comply to the learning outcomes as stipulated in the Resource Book, a fair amount of embedded or content knowledge would be required which would have to be applied together with good planning and preparation in order for the Resource Books to be used effectively – in general there seems to be a mismatch between the content given in the Teachers Resource Pack and the activity guidelines for the different grades (AM3 – KIPRP05D9). It was remarked on by the Learning Facilitator in her letter of appreciation to the park where she noted “Some of them [the educators] really lacked a lot of knowledge in the focus areas presented which forms and important part of our content addressed in schools” (AM3 – KIPRP05D9 & KIPGGLFD12). This observation proves that this part of knowledge sharing and transfer is very important and should not be neglected (personal observation).

There was not a final accepted 2005 Kids in Parks Resource Pack and therefore it was never printed or used within the Kids in Parks programme in Golden GATE Highlands National Park. *(The process of the resource development in 2005 seemed back to front. Park practitioners weren't included from the beginning of process, relevant educators inputs to the resource also appeared to be lacking, after the first and second draft of the resource was completed a resource workshop was held to where mainly Park Managers were invited, the resources developed for the 5 targeted parks' information wasn't consistent – it differed vastly in volume and standard – lots of time, money for consultants working on time-deadlines, and untimely park visits were part of the failure of the first effort to a resource)*

### **The Golden Gate Highlands National Park Kids in Parks Resource Pack – 2006/2007**

**The Teacher's Guide – The National Curriculum Statement coming alive in South African National Parks**

On the front page of the Teacher's Guide, it is described as a resource for teachers to support curriculum links to environmental education in the Kids in Parks Programme (AM3 – KIPRP06D10).

There is a very clear summary on the back two pages of the Teacher's Guide of what the Kids in Parks Programme is about and what the main aims of the programme are (AM3 – KIPRP06D10). It is also stated that the Learner booklet contains a series of fun and curriculum based activities (AM3 – KIPRP06D10 *LEARNING METHODS OF HOW CHILDREN LEARN*) The Teachers Guide further indicates that this resource was designed to assist in making the school curriculum come alive in South African National Parks and that it drew on, and made links to the specific park based activities that were included into the Learner Book (AM3 – KIPRP06D10). The Teacher's Guide also states that the Resource that was designed for the programme, provided a range of other learning experiences that learners could engage with back in the classroom, at school and in the community, which would be an expansion of their park-based experiences (AM3 – KIPRP06D10). This supports the key principle of integration underlying the national school curriculum where most activities in the Learner's Booklet are complemented by the further learning activities in the Teacher's Resource, that suggest possible ideas for integration across Learning Outcomes in the same Learning Areas and in some cases, integration across Learning Areas (AM3 – KIPRP06D10).

There is recognition in the 2006 Kids in Parks Teacher's Guide that the resource was developed by the contribution and participation of a whole range of people (AM3 – KIPRP06D10). (*PARTICIPATORY PROCESS*) (*Resource development workshop, 16 to 19 Jan 2006, SANBI, Pretoria*).

The Teacher's Guide also contains a clear set of notes to the educator in terms of how the national school curriculum can come alive in the context of South African National Parks and that this resource provides educators with an overview of the activities that learners engage with, the Learning Area(s) within, and associated Learning Outcomes and Assessment Standards towards which these activities can support learning, and further learning activities that support more in depth learning towards these Learning Outcomes and Assessment Standards – this is illustrated by an example on the first page of the Teacher's Guide (AM3 – KIPRP06D10).

There are 15 different activities that are described in the Teacher's Guide in terms of the Learning Area(s), Learning Outcomes and Assessment Standards that relate directly to the Learner Book in

which these activities are spelled out and presented for direct use by learners (AM3 – KIPRP06D10). The activities in the Kids in Park Programme have been developed around the 8 Learning Areas for General Education and Training (AM3 – KIPRP06D10). Various activities were linked to Learning Outcomes and Assessment Standards in the 8 Learning Areas – it was suggested in the Teacher’s Guide that the resource is shared with colleagues teaching in different Learning Areas, even if they all did not accompany learners to the park – “This would allow further learning around the national park context across the curriculum into these Learning Areas” (AM3 – KIPRP06D10).

The writers of the 2006 Kids in Parks programme resource expressed the hope that the Teacher’s resource would be useful in supporting the planning and ongoing teaching and learning for the national school curriculum to come alive in national parks (AM3 – KIPRP06D10).

### **Learner’s Book for the Golden Gate Highlands National Park**

The Learners Book has comprehensive information that directs and informs each activity and which is directly linked to the activity descriptions within the Teacher’s resource. The activities in the Learner’s Book range from general background knowledge of parks, map orientation, creativity around writing about the environment, respect and safety within the environment of a national park, information map orientation of the variety of national parks in South Africa, the reason for the existence of national parks and conservation in general across South Africa, the general concepts of ecology within different biomes, plant and animal relationships and adaptations, cultural heritage aspects of the Basotho people, healthy and threatened environments, careers in national parks, stories relating to indigenous knowledge, the importance of water, fun with words relating to the environment and story writing about the experience in the Golden Gate Highlands National Park (AM3 – KIPRP06D10). These activities were established in a general, national workshop where all participating parks gave inputs of existing programme activities and possible new activities within programmes – each booklet was then contextualized in collaboration with park practitioners who had the expert knowledge within their park contexts (Resource development workshop, 16 to 19 Jan 2006, SANBI, Pretoria). *(An additional measure here could possibly be to involve teachers in creating an even more applicable product in terms of the alignment of programme material to the national school curriculum).*

## **Teachers Pre-Visit Workshop for the Kids in Parks Programme – 19 July 2007**

During the teacher's workshop I was an observer-participant in the sense that I took part in the presentation of the workshop, observed the procedures during the day and followed up on the observation by analyzing the evaluation forms that were completed by the educators.

Of the 10 schools that were identified to attend the Kids in Parks Programme in Golden Gate Highlands National Park for 2007, 2 teachers per school were assigned by the principal of each school to accompany the learners on their visit to the park – totaling to 20 educators from the 10 schools. All these educators attended the Teachers Pre-visit Workshop before the park-visit programmes commenced. During this workshop the educators were introduced to the broader context of the Kids in Parks Partnership Programme, highlighting the objectives of this programme and giving them an overview of the Golden Gate Highlands National Park park-based programme. They were also provided with a resource file with information of the Park in general, the Teacher's Guide and Learners Book that are resources that were specifically developed for this programme, as well as a programme schedule for their visit.

The workshop was planned according to a specific schedule over a time period of six hours. During the workshop the educators were briefed comprehensively on all aspects of the programme, the facilities and also the content of the themes and activities as illustrated in the Teacher's Guide and Learner's Books. The themes and resources that were to be used during the programme ("...as identified in conjunction with the Learning Facilitators", see chapter 4, p. 33) were practically introduced and demonstrated to them in order to get inputs and suggestions from their side ("...to make inputs to the final programme compilation in order to be part and parcel of the planning process and to take co-ownership of the programme", see chapter 4, p. 34). The educators were also given the opportunity to participate in some of the interactive activities (see photo ...). The pre-visit assignments, that were introduced to the Principals and educators on the school visits earlier in the year, were also discussed and examples of the outcome of assignments were demonstrated to the educators ("Pre-visit assignments, applicable to certain theme activities, were planned together with the Learning facilitators and carried over to the educators during a visit to schools prior to their park visit", see chapter 4, p. 33).



Figure C.1: Teachers Workshop



Figure C.2 – Teachers Workshop

Discussion and question time was allocated to clarify any areas that needed to be cleared before the educators embarked on the programme.

At the end of the Teacher’s pre-visit Workshop, an evaluation form was distributed for completion by the participants. The main areas of feedback were based on the presentations of the programme activities, the resource file that each educator received and the impression of the workshop in general. The questions were asked in a rating scale from 1 to 5, where 1 represented poor, 3 represented average and 5 represented excellent. The number of teachers who completed the evaluation forms was 17.

**Table C.1** Feedback on the Evaluation Questionnaires for the Teacher’s Pre-visit Workshop

Main Areas of Evaluation Feedback	Rating done by 17 Educators (1-poor, 2-can improve, 3-average, 4-good, 5-excellent)				
	1	2	3	4	5
Presentations of Programme Activities			1	4	12
Resource File			1	6	10
Workshop in General			1	3	13

**Additional comments on Evaluation forms completed by educators at Teacher’s Pre-visit Workshop**

From the additional comments that were made on the evaluation forms that the educators completed, were further proof of how the educators experienced and evaluated the Teacher’s Pre-visit Workshop. Some of the comments were that they found the workshop to have been excellent and informative (AM3 – KIPTWGG2, KIPTWGG3, KIPTWGG4, KIPTWGG7, KIPTWGG12, KIPTWGG14, KIPTWGG16, KIPTWGG17), well planned with excellent facilitation

(AM3 - KIPTWGG10), enlightening and educational (AM3 - KIPTWGG11, KIPTWGG1, KIPTWGG2, KIPTWGG6), gaining a lot of information in terms of the environment and environmental studies (AM3 - KIPTWGG6, KIPTWGG10, KIPTWGG15) and that they had learnt a lot and could go and implement their knowledge back at their schools (AM3 - KIPTWGG2, KIPTWGG7, KIPTWGG12).

### **The Golden Gate Highlands National Park Kids in Parks Programme – 2007**

The Golden Gate Highlands National Park Kids in Parks Programme ran over a period from 30 July 2007 to 31 August 2007. During this period 10 schools, including 50 learners and 2 educators from each school, from the Local District Municipality of Thaba Mofutsanyana, participated in this programme. The target group is schools with learners from disadvantaged backgrounds in a relatively close proximity of national parks participating in the partnership programme.

Out of the 500 possible learners who were intended to attend the programme, 496 ultimately participated in the programme together with the 20 educators.

Each of the 10 groups had a programme coordinator with a team of 3 practitioners who were co-presenters on the programme. I observed all 10 school groups at different times of their visits and the evaluation forms that were completed by the educators who accompanied the groups, as well as the park staff who were facilitating and conducting the programmes and completed their own separate evaluation forms, were used to supplement the observations that were made.

### **Educators Evaluation on Programme Themes and Activities during Kids in Parks Park Visits**

After the completion of the three day Kids in the Park Programme in Golden Gate Highlands National Park, the educators from all participating school groups were requested to complete an evaluation form (see annexure.....) for feedback on the programme.

The educators were co-responsible for the discipline of the group, as well as for support during the presentation of the programme in general – therefore they were involved in all programme presentations and activities and fully participated in the roll and implementation out of the programme.

All ten schools that participated in the three day overnight programme were exposed to the same programme schedule (see annexure.....) and therefore the experiences and exposure of all educators were the same and the feedback on the evaluation forms could be used in a collective and comparative way.

The evaluation form indicated the scale rating from 1 to 5 in the following way: 1-poor, 2-can improve, 3-average, 4-good, 5-excellent.

A summary of the comments on the programme themes and activities, especially in terms of the learning experience and the relevance to the school curriculum, is portrayed in the table below.

**Table C.2** Summary of the rating of the themes and activities of the Kids in Parks Programme in Golden Gate Highlands National Park

Themes and Activities – Completed by 10 Schools participating in 3 day programme	Learning Experience (out of 10 schools)					Relevance to Curriculum (out of 10 schools)				
	Rating from 1 to 5					Rating from 1 to 5				
	(1-poor, 2-can improve, 3-average, 4-good, 5-excellent)									
	1	2	3	4	5	1	2	3	4	5
General Orientation of GGHNP through interactive power point presentation				4	6			1	3	6
Brandwag orientation walk with map reading and plotting				4	6			1	3	6
Mammal Interview game (presentation of pre-assignment posters)				2	8				1	9
Introduction to National Parks and Conservation (Interactive introductory power point, map and card game)				2	8				2	8
Basic Ecology Activity (word matching game, human-poster pyramid of life and food web illustration) This activity evaluated by 9 groups			1	2	6			1	2	6
Water ways Activity (Map work of waterways of the area with related questions of where water comes from and where it goes and a practical bio-indicator river test and filter building)			1	2	7			1		9
Cultural Heritage Experience at the Basotho Cultural Village			1		9				1	9

**Additional Comments made by Educators on Evaluation forms after the Golden Gate Highlands National Park Kids in Parks Park Visits**

It was felt that all themes and activities were well planned especially in the way that the National Curriculum Statement requires it to be and that the experience was of such value that it would

definitely be shared with colleagues back at school, parents and even the broader community (AM3 - KIPGGGE3). It was also remarked on that the programme allowed excellent opportunities for learners to learn more about their culture (AM3 - KIPGGGE6). The programme activities were further found to be highly educational with exceptional activities and field trips and that the learners enjoyed all activities that they participated in (AM3 - KIPGGGE9 & KIPGGGE10). Time allocation for activities appeared to be a challenge in terms of allowing learners more time for in depth engagement and involvement in the various activities (AM3 - KIPGGGE11). The staff involved with the organization and facilitation of the programme was found to be knowledgeable and professional in their ways of doing, and the “lessons” were presented in a simple way that stimulated excellent involvement from the learners (AM3 - KIPGGGE11). There was a suggestion made by educators that the programme is extended in such a way that the park staff could do follow-up visits in order to expose all learners from schools to the information and that it does not stop with the 50 learners who actually visit the park (AM3 - KIPGGGE11).

### **Golden Gate Highlands National Park Staff’s Evaluation on the Kids in Parks Programme implementation in 2007**

In order to strike a balance between feedback from the educators on the one hand, and feedback from the park staff who conducted the programme on the other hand, the programme coordinator and the assisting team completed a separate evaluation form (see annexure....) for every group by. This measure also ensured that the park staff involved in the conducting of the programme was continuously aware of, and alert to the involvement and responses of the groups.

General comments and observations that were made by the park staff were that all educators remarked on the fact that the programme fitted well into the national school curriculum and that the learners were given ample opportunity to learn about practical things that affected their lives like the water activity and introduction to conservation in general (AM3 - KIPGGPF3, KIPGGPF4, KIPGGPF7, KIPGGPF10, KIPGGPF11, KIPGGPF12).



Figure C.3 – Testing Water in Little Caledon River

It was further noted that the learners enjoyed the inclusion of the visit to the Basotho Cultural Village and that it was also experienced as a valuable addition to the Arts and Culture Learning Area (AM3 - KIPGGPF3, KIPGGPF4, KIPGGPF5 & KIPGGPF6).



Figure C.4 – Visit to Basotho Cultural Village (BCV)



Figure C.5 – Visit to BCV

There was further agreement that learners had done good research for the pre-visit assignment about the mammals of the park, that the posters that they prepared and presented were excellent and also linked well to the introductory activity of the mammal interview game – this activity made meaning for the learners as they had the opportunity to build up knowledge of the subject in their research for the pre-visit assignment (AM3 - KIPGGPF5, KIPGGPF9, KIPGGPF11).



Figure C.6 – Presenting Mammals of GGHNP posters



Figure C.7 – Mammal Interview Game

Another activity that was identified as a useful linkage to the Natural Science Learning Area, was the Introduction to the Basic Ecology activity that consisted of word matching game, human-poster pyramid of life building activity, food web illustration and basic component tin building activity (AM3 - KIPGGPF5, KIPGGPF6, KIPGGPF7, KIPGGPF10 & KIPGGPF12).



Figure C.8 – Basic ecology matching word game



Figure C.9 – Building the pyramid of life

It was also noted that despite the good response to the existing activities and their applicability to the school curriculum, more hands-on/interactive activities should be developed to further enhance this aspect (AM3 - KIPGGPF6, KIPGGPF7 & KIPR07D11). It was further also suggested that the material that is developed for themes and activities for the programme should more strongly support and enhance the investigative and informative seeking skills of the learners (AM3 - KIPGGPF10 & KIPR07D11). The aspect that more time is needed for more theme-exploration and more detailed coverage within the themes and activities was also noted (AM3 - KIPGGPF11).

There were also suggestions that educators of identified school groups should be approached at an early stage of the academical year for inputs into the programme themes and activities in order to add value to the programme in terms of the alignment of material to the school curriculum and to enhance educator-involvement and thereby also to strengthen the participatory approach to resource development (AM3 - KIPGGPF5, KIPGGPF8 & KIPR07D11).



Address: Golden Gate Highlands National Park  
Private Bag X 3  
Clarens  
9707

Tel: +27 058 2550941

Fax: +27 058 2550022

E-mail: sandrat@sanparks.org

**QUESTIONNAIRE: CLUSTER MANAGERS AND PARK MANAGERS**

**DOC B2**

(If you fill in the form electronically please highlight the line-space area before you type in your answer)

**NAME OF CLUSTER/PARK: Knysna National Park**

1. Are you aware that the People and Conservation Directorate has an Environmental Interpretation and Education Strategy?

YES

NO

2. Are you aware that the People and Conservation Directorate has an Environmental Education Policy Document?

YES

NO

3. Indicate what the main focus areas of the People and Conservation Department in your cluster/park are (e.g. Environmental Education, Cultural Heritage, Community Based Conservation, Social Science Research or any other area on which they spend a fair amount of time)?

	<u>Rating</u>
a. Environmental Education	___ 5
b. Youth Development Prog.	___ 4
c. Community based Conservation	___ 3
d. Cultural Heritage	___ 2
e. Social Science Research	___ 1

4. In the space provided above, next to the key performance areas listed, rate the importance of these areas to your opinion, on a scale from 1 to 5 (1 being lowest and 5 highest).

5. Are you aware that the SANParks EE Policy Document commits to aligning the EE programmes in parks to the National School Curriculum?

YES

NO

6. If yes, do you think that aligning of Park programmes to the School Curriculum has any benefits to the park and/or the participants of environmental education programmes?

YES

NO

7. Please elaborate on answer in question 6. Schools can use park as an educational resource, and activities related to life-skills development and others can also be incorporated. If in curriculum, you are dealing with a far more receptive and captive audience.

## APPENDIX E

**From:** Sandra Taljaard  
**Sent:** Wednesday, April 11, 2007 8:17 AM  
**To:** Lesley-Ann Meyer  
**Subject:** Request for Completing short Questionnaire

Dear Lesley-Ann,

- I am busy doing research for an M Ed (Environmental Education) with the support of and to the benefit of the People and Conservation Division of SANParks. The research question is:

How is the National Curriculum Statement reflected in the South African National Parks Environmental Education Policy and recontextualized within environmental education practices in park-based programmes?

- Please find attached the background information document on the research project.
- To enable this research process to take place, a crosscutting investigation into the EE practices in parks needs to be undertaken. I will need your assistance in this process to enable significant progress, which will enhance and strengthen current and future EE practices in SANParks.
- Could you please complete the short questionnaire and fax or e-mail it back to me as soon as possible (It shouldn't take more than 10 minutes).

Your goodwill and commitment in this regard is critical for achieving one of SANParks' generic key performance areas, namely "To deliver a people centered conservation and tourism mandate for SANParks", of which environmental education forms a very strong component.

Kind Regards,

*Sandra Taljaard*

**Regional Co-ordinator: People & Conservation  
Northern Cluster**

**E-Mail: [sandrat@sanparks.org](mailto:sandrat@sanparks.org)**

Golden Gate Highlands National Park

Private Bag X 3, Clarens, 9707

**Tel:** 058 - 255 0941

**Fax:** 058 - 2550022

Visit [www.sanparks.org](http://www.sanparks.org) and experience your natural heritage



Address: Golden Gate Highlands National Park  
Private Bag X 3  
Clarens  
9707

Tel: +27 058 2550941

Fax: +27 058 2550022

E-mail: sandrat@sanparks.org

**Document B3**

**March/April 2006**


**QUESTIONNAIRE: Regional Coordinators**

(If you fill in the form electronically please highlight the line-space area before you type in your answer)

Name of Cluster: **Cape Cluster**

Name of Regional Coordinator: **Vacant – completed by TMNP P&C Officer (Park Practitioner)**

1. List the parks in your cluster:
  - a. Table Mountain National Park
  - b. West Coast
  - c. Agulhas
  - d. Bontebok
  - e. Tankwa-Karoo
2. Are there parks in your cluster that do not conduct park based EE programmes? Please indicate. **Tankwa-Karoo and Bontebok**
3. What document/s inform(s) your Environmental Education Practices. **RNCS and SANParks EE Policy, TMNP EE Policy.**
4. Are you aware that there is an attempt to align EE programmes in SANParks with the National Curriculum Statement (NCS)?
 

Yes   No
5. If yes, how were you informed of this initiative and where is it articulated? **All through self study.**
6. Do you and other practitioners in your cluster feel comfortable and able in supporting the NCS by aligning park based programmes in your Cluster to Learning Areas in the school curriculum? Please explain your answer briefly. **No – we need more training in the RNCS and we need to find ways of getting true buy-in from teachers.**

---

7. Do you have any ideas, suggestions or comments with regard to the linking of your EE park programmes/projects to the school curriculum? [Teacher training proves more efficient. But this kind of training is an ongoing relationship that builds teacher's awareness of all environmental issues and sustainable living.](#)

5. Mark the kind of EE programmes/projects that are conducted within the parks in your cluster. (Also indicate on the line provided next to the block, in which parks these activities are taking place).

---

- |   |                                     |  |
|---|-------------------------------------|--|
| ➤ Educational Day visits                    | <input checked="" type="checkbox"/> | Parks <a href="#">TMNP, WCNP, ANP</a>  |
| ➤ Kids in Parks                             | <input checked="" type="checkbox"/> | Parks <a href="#">TMNP, WCNP, ANP</a>  |
| ➤ Teachers Workshops                        | <input checked="" type="checkbox"/> | Parks <a href="#">TMNP, WCNP, ANP</a> ( <a href="#">TMNP is running teacher EE courses</a> )   |
| ➤ Special Environmental Calender Day Events | <input checked="" type="checkbox"/> | Parks <a href="#">TMNP, WCNP, ANP</a>  |
| ➤ Morula Kids Art Competition               | <input checked="" type="checkbox"/> | Parks <a href="#">TMNP,WCNP, ANP</a>   |
| ➤ Career Orientation Programmes             | <input checked="" type="checkbox"/> | Parks <a href="#">TMNP</a>   |
| ➤ Over-night EE Pgrms                       | <input checked="" type="checkbox"/> | Parks <a href="#">TMNP, WCNP</a><br><a href="#">Length of over-night programmes 1-2 nights</a> |

Other Programmes/Projects: (List all other EE programmes/projects as comprehensively as possible)

- |   |                          |
|---|--------------------------|
| ➤ <a href="#">Amazing Race – Youth Day</a>    | <a href="#">Parks TM</a> |
| ➤ <a href="#">Youth Environmental Schools</a> | <a href="#">Parks TM</a> |
| ➤ <a href="#">SABC Careers Fair</a>           | <a href="#">Parks TM</a> |

4. Which of the above mentioned programmes/projects are linked to Learning Areas in the National Curriculum Statement? [Youth Environmental Schools](#)

5. What Learning Areas in the NCS do the programmes/projects link or align with?  
[Various – mostly Natural Science](#)

6. What human resources, other organisations, equipment and supplementary resources are used to conduct the programmes/projects?

Park	Name of Programme	SANParks Human Resources	Other organisations	Resources (e.g. equipment)	Supplementary Resources (Learner Guides, work sheets, info pamphlets etc)
e.g. Golden Gate	KIP	1xSnr P&C Off 1x Jnr P&C Off 1xGVI 2xStudents 1xCook 2x Cleaners	DEAT P'nP Liebentrans DoE	1xCaddy 1x Bus (Partner) 1xData Projector 1xFlip Chart 1xLaptop 1xCD Player 10xCanoes Abseiling Equipment Cricket bat&ball Softball Bat&ball Volley Ball&net	KIP Learner Guides Pamphlets&Worksheets Nat Park Card Game 2xPower Point Present. DVD's CD's Mammal Interview Game Abseiling Canoeing Horsriding 2xGuided Trails Career Connecting Game Cultural Resource Charts
TMNP	KIP	2 Snr. P&C	DEAT P'nP Liebentrans DoE	1x Bus (Partner) 1x TV & DVD player EE equipment Sunbird centre	Worksheets DVD's Fynbos posters
	EE programmes	1 Snr. P&C 1 bookings officer		EE equipment	Worksheets DVD's Fynbos posters
	Peoples' Trail	1 Snr. P&C 1 bookings officer Volunteer guides	Botsoc	Trail + hut Rucksacks Sleeping bags	
	Sunbird Centre	1 Snr. P&C 1 landlord		Overnight facilities	Fynbos posters

7. Collect examples of hard copies of "Supplementary Resources" of each of the parks in your Cluster. Place copies of each Park's resources in a marked A4 envelope where possible. Arrangements will be made to collect the material from you.

CD of TMNP'S EE Resources provided



Address: Golden Gate Highlands National Park  
Private Bag X 3  
Clarens  
9707

Tel: +27 058 2550941

Fax: +27 058 2550022

E-mail: sandrat@sanparks.org

## **DOCUMENT A2:**

### **Head Office Interview: Schedule 1**

#### **General Manager, People and Conservation : Ms Sibongile Masuku von Damme – HOIA1 (Writer of the SANParks EIE Strategy Document, 2000, Draft 1)**

Aim of the interview: To get historical back ground information from one of the initiators of the new direction that EE in SANParks took in the late 1990's, as well as a current view of where EE currently is and where it is going.

(This semi-structured interview was compiled and relevant questions prepared that relate to the connection of the interviewee to the study area. This semi-structured interview is meant to establish the point of departure of the conversation to enable the interviewer to direct the interview, even if it is not formally structured. The interview will be a guided conversation rather than structured queries (Yin, 2003)).

#### **1. When and in what capacity did you join South African National Parks (SANParks)?**

I joined SANParks in 1999 for "Research and Publications", with specific reference to the publication "Visions of Change" – that was meant to bring a better understanding of "Social Ecology" – that played a major role in the transformation of national parks at that stage. Social Ecology was at that stage still under the management of Dr Yvonne Diadla who was the Director of the Social Ecology Department. Shortly after that Dr Hector Magome became head of the Department and at that stage Zulaiga Rossouw was responsible for Environmental Education. In 2000, I (at that stage still called Lynette Masuka von Damme) became responsible for EE. I was very excited about the challenge.

The question that first came to mind was "Why do we need EE"? At that stage there was a tension between "Interpretation and Environmental Education" – this has been a historical tension. The departure point here was that EE had to become visible in terms of products and the term EIE – Environmental Interpretation and Education came about.

#### **Background:**

- In 2000, I compiled the Draft EIE Strategy – which was an outlining of what was to be done – that gave birth to the EIE Strategy.
- There was a realisation that EE can't take place without marketing it to Park Managers (PM's) – and therefore I went to the PM's with the Draft Strategy.
- Out of the Draft EIE Strategy there will be training.
- Out of the training there would come Park Programmes, Resources and EIE Plans.
- These were the original deliverables of the Draft EIE Strategy and they were able to be appraised or measured.
- This convinced the PM's that this was a re-organisation of EE in Parks.
- Learning materials and assignments were structured in a manner that could be measured.

- 
- This was the point that it was made clear that EIE was also responsible for Cultural Heritage and that we should not only look at Natural Heritage because interpretation looks at both these aspects.

The training that is referred to is the EIE training for Social Ecologists that was conducted in the first 6 months of 2002 with the support of the Rhodes University and funded by DANCED.

On a question how Lynette (Sibongile), who played a major roll in coordinating the training, felt about the outcome of the training, her answer was as follows.

I felt happy with the training, for the reason that it put a framework into place. People received training and implemented. It generated confidence and gave a feeling of becoming experts in the area. There was a sense of elevation – people felt that they had achieved something together with prestigiousness. It brought about a new confidence. This didn't only count for P&C Officers but also for Rangers - this made them understand that there was a lot of interpretation in their work and that EE could play a major role in their work like e.g. poaching. (Lawrence Sisitka and Eureka Janse van Rensburg were mentors on this programme as well – their input)

## **2. What was happening in environmental education (EE) at that stage?**

We were facilitating EE processes but they were very superficial that made the understanding restricted. There were skills-gaps with people that didn't allow an in depth interaction. It was a hit and run approach of education. The National Youth Symposium was one of the events that encouraged a platform for EE interaction, but the funding of the event became an issue. (Alex Daneel who coordinated the event for a number of years to be approached for inputs)

## **3. What, in your opinion, were the main objectives of EE before 1999, when the Social Ecology Department developed a detailed strategic plan increasing the emphasis on EE?**

There were no clear objectives before 1999. EE was an event – a political event where dignitaries came to crown the build up.

### **Some References:**

- Article in the 70's – Behaviouristic attitudes in Parks – KUDU.
- State of Knowledge Report – Kevin Moore.
- Hector Magome's Thesis – Issues around EE.
- Book by Honey, Martha (1999) Who owns Paradise? (Ecotourism, Interviews with Hector Magome and Chris Marais.
- Bruce Bryden – A Game Ranger Remembers.
- The Kruger Experience (2003)

## **EDUCATION IS A “PLANNED INTERVENTION” AND DOESN'T JUST HAPPEN.**

## **4. Did the objectives in the new SE strategy of 1999, which were meant to reflect and address EIE, differ from the previous way in which EE was conducted in SANParks? In what way?**

No, the objectives didn't differ.

## **5. In the SANParks EIE Strategy document (2000) mention is made that EE has nationally emerged as an area of emphasis, and that within the new Outcomes Based Education framework, “environment” was recognised as one of the lenses that educators needed to think through in the development of their programmes. What role did you visualise at that stage, could SANParks play in strengthening this aspect?**

After internal training, how do we begin to work with the Department of Education? There were a few examples of how this process did start taking off e.g. Workshop took place where Heila Lotz Sisitka, Sibongile Masuku van Damme, Nicolette Raats and DoE members attended and a follow-up park specific workshop took place in Kgalagadi Transfrontier Park. This was a direct outflow from the EIE training of 2002. There were further follow-up developments of materials for Kgalagadi in conjunction with and support of the Rhodes EE Unit.

On a follow-up question of “why only Kgalagadi” – Sibongile answered that:

---

There was no support in Kgalagadi for the development of EIE, and therefore she wanted to prove a point that there was much to be done in terms of the new approach to EIE. The need was even stronger as she was the mentor for the EIE training course of 2002 for the Arid Cluster.

The Global Vision International Programme for Volunteers was an unanticipated programme that came out of one of the outputs of an objective of the EIE Strategy that was to do a scoping of the parks to determine the status of EE and the development of materials in parks. It was then identified that there were not enough people in the parks to establish these objectives and outcomes.

Kevin Moore, who was the EIE Manager in 2003, compiled a status report to determine what parks need.

The GVI Volunteer programme was specifically established to support Environmental Education in SANPARKS.

- 6. In the SANParks EIE Strategy document (2000) mention is made of a “Survey on the Status of EE and Interpretation in SANParks” as the first Output of the immediate objective of the Strategy document. A Status Report of EIE in SANParks (O’Donoghue and Moore, August 2002) saw the light – did this report comply with the intentional output described in the SANParks EIE Strategy document (2000)?**

Yes, a comprehensive survey on the status of EE in SANParks was done in 2001 during three workshops that were held in Kruger National Park in March 2001, in West Coast National Park in April 2001 and in Karoo National Park in May 2001. This resulted in EIE for Conservation in SANParks: “A Short Report following Curriculum Deliberations in May 2001. However it was already in 2000 that the Social Ecology Department went to EXCO for the first time and told them what they wanted to do in terms of EE. It was met with arrogance and there was no appreciation of the fact that something concrete was going to be done. This included the results of the scoping report that wasn’t received well by the Director Parks at that stage that was Mr Johan van der Merwe. He argued that it all had been happening and that there was not much more to add. The first scoping report of May 2001 gave birth to the resource file for the EIE course of 2002. During this period while EE was being restructured, there was also a destruction of the non-business component of EE and the two functioning EE centre’s of SANParks at that stage in the West Coast and in Golden Gate were down graded.

- 7. A second draft of the SANParks EIE Strategy document (2000) appeared in August 2002, but the document referred to in the SANParks EE Policy document (2005) is the Strategy Document of 2000. Is there a reason for? Was the second draft recognised as a follow up of the first draft.**

Not that I am aware of. The second Draft of the EIE Strategy was compiled as an outcome document of the EIE Course of 2002, and was compiled in a participatory manner – a strategy that was informed by collective thinking of SANParks staff and what they could see as a product of a together effort. The first Draft of the EIE document was a desktop development.

- 8. The SANParks Policy document states that the “...division has set targets to review, update and amend the current EIE Strategy (SANParks EIE Strategy document, 2000)”. If a final EE strategy is compiled which document will be used for the review process?**

New incomers weren’t informed, didn’t become knowledgeable or didn’t understand the development that had taken place and of the institutional effort that had gone into the process. Personal-thing, wanting to imprint your own ways of thinking....

EE Policy wasn’t informed by the philosophical underpinnings of the EIE process and its philosophical decisions. It is also reflected in the change from SE to P&C

- 9. In the SANParks EE Policy Document (2005) it is acknowledged that EE is recognised as an important educational priority in the “new” Curriculum developments of the Department of Education and that the “environment” is viewed as an integral focus of each learning area. It is further stated that National Parks provide excellent opportunities for implementing environmental learning that the need exists to review**

---

the foundation and alignment of programmes in parks within the context of the RNCS and Outcome Based Education and that EE activities will be coordinated at park level in support of OBE in the schools. This reflects a certain commitment of SANParks in terms of supporting and strengthening the National Curriculum. To what extent do you think SANParks has adhered to this undertaking?

**Are there connections between the 2nd Draft of the EIE Strategy and the SANParks EE Policy Document?**

I don't really know, because I didn't have input in the document and it also hasn't been a discussion document – I don't feel that I have an ownership of the EE Policy document.  
“PEOPLE DON'T KNOW WHAT THEY HAVEN'T PARTICIPATED IN”.

**10. In December 2006 a short survey to ascertain the current situation with regard to environmental education was undertaken following on the Status Report of EIE in SANParks (O'Donoghue and Moore, August 2002). In the 2006 survey document it is stated that the 2002 study dealt with all aspects of EIE in depth including, signage, posters, brochures, maps, educational programmes etc. and that the 2006 survey only deals with aspects pertaining to educational programmes. In what way do you think these documents contributed or could still contribute to the current status of EE in SANParks?**

This document should've formed part of looking at e.g. the KiP's programme and attempted to work-shopping colleagues on material development. We should not go back to show and tell. This survey had no link to the development of EE programmes what so ever.

Kids in Parks programme is not going well. The Chairperson of such an initiative should drive the thinking of the E processes. However, when EE aspects are pulled out they are not understood. The reason is that DoE hasn't featured strongly. We have the Curriculum Statement but we have no clue how they are playing out in the partnership. People are looking at the by-products and at the “event” – rather than viewing it as a PLANNED INTERVENTION OF AN ATTEMPT TO FACILITATE LEARNING!

Partnership programmes often tend to service the “social responsibility” need that organisations are compelled to make and that wins them points in the eyes of the onlookers and receivers...

Government does not implement – they are policy makers – they should stay away from risks of implantation.

Funders should be funders – WHEN FUNDERS IMPLEMENT THEY PUSH THEIR OWN AGENDAS.

**11. The conclusions made in the 2006 survey don't make any specific mention of the development of programmes in terms of the NCS. In your opinion, should this aspect that features quite prominently in the EE Policy document, not form an integral part of such a survey report? If yes, why do you think it has been overlooked?**

Combined in previous answer.

**12. Do you think that SANParks' move in EE towards supporting and strengthening the NCS, has any benefits to SANParks and/or the participants of environmental education park programmes?**

Yes.

**13. What do you envisage as a way forward for EE in SANParks in the next 3 to 5 years?**

Meeting with DoE and addressing the gloomy picture of EE by addressing the areas of need by the DoE and areas of support that SANParks can offer with its resources.

Matrix management

Interview/Observation Schedule - Addo Elephant National Park Site Visit  
Kids in Parks (KiP's) Programme - 24 April 2007  
Themba Mangcaka

1. How many KiP's programmes have you presented?  
Three.
2. What resource material are you using?  
Kids in Parks Resource material. Are you using them during the programme - yes. Are you happy with them - yes, but when I look at them, the part that comes from the school that is my concern, I personally felt that there's this project, this booklet, but the input that comes from the teachers in terms of looking at the curriculum - how do we link. I'm not quite happy there. So, would you think a more participatory process of developing it with the teachers maybe would be more ideal... - that would be ideal.
3. Who compiled this resource material?  
Myself, it's Wendy, it's Buntu as well as gathering information from other internal personnel who have been here a long time. From Addo it went to Maria at HO. Wendy worked with the refinement of the material.  
And also another thing the issue of the way we were starting this programme, when it was expected from us to compile this booklet and nobody was giving advice as how to start or how to go about all of a sudden it was said within 2 days we want your information here and we did what we could do and sent it to HO and it was returned by Maria to say we need to revise as the person working with the resource will not be able to understand, while we thought it was clear and well referenced.
4. Is the material generic for all the EE groups visiting the park?  
Yes - it's generic info.
5. Will this booklet be able to used for other groups too now that you've got it?  
Ja, I think so.

6. Is there an example available of any the resources?  
Wendy will send it tomorrow - an example of the booklet... after the programme.
7. Who plans the EE programmes?  
Wendy and Buntu. Buntu is a contractual worker - he was an intern doing his honours - who is still working on a temporary basis.  
And also another thing in terms of the programme - I said to them that they need to link with the other parks around the programme so as to get some different activities to exchange ideas with. I actually feel that the parks could have a more coherent kind of thing so that all the schools are exposed to more or less the same kind of thing.  
The programme objectives and activities haven't had much attention on national meetings....
8. How is it determined what needs to be included in the programme - Wendy?
9. How were your schools identified?  
We had meetings with the district offices for the schools that surround our areas which is the Uitenhage district and presented the Kids and Parks programme. They identified the schools and presented us with the names and gave the go ahead that we could speak to the principals.
10. How many schools are in your neighbouring community?  
Plus minus 20-something - just Sundays River Valley municipality. We don't work with the Uitenhage schools in our park based programmes - they just come on their own.
11. What is the length of the programme?  
Two nights/ three days.
12. What is the main objective of the programme?  
To expose kids that know nothing about the environment - and also expose the parks to them - what is the park all about and what is there for them. And also for them to look at the different careers that are there and ultimately to inculcate the sense of caring.

Have you seen what the response of the children have been to the programme? No, the last two I have been there to welcome them, chat to them and brief them of the park and what is expected of them - for them not to lose sight that they are still in the classroom although that are at the park - I told them that was the key thing that I passed through to them. I wanted them to give an evaluation - the schools - those kids who participated - just for them, even if the teachers confirms, can write something to the park on the response from the children that went to the park - this is the outcome - so as to measure the idea behind that we are foreseeing - is it being reached or not. It is important to get feedback - Introspect - ja - that is what I was saying - this Kids in Parks is starting - at times we have this thing of - here is the park we are doing this for ... lets give the chance also to say to the park we as the school of this programme these are the goods - these are the bads - for them to be able to criticize - we are not perfect. With that we can fine-tune and measure our programmes.

13. What informed the structure and content of the programme/What is the programme responding to?

No, what I said when we discussing with Wendy I said what ever we say - important is EE that's part of the key thing and we need to blend it with other specifics - What do you understand under EE - my personal feeling is that we are born with caring for the environment, for instance where I'm coming from - you don't just throw something out there and also for kids to go out and hit birds these are the things that we say we are no more doing those things, these have .....That's how we grew up - to me that is part of this EE - and the issue of hunting - we grew up - our grannies were hunting during a specific period not just...these are the things that to me that I personally we need to re-inculcate into our society - that goes together with IK - that's another thing that I don't know how we can venture into IK? Important area that hasn't received much attention.

14. Have any policies influenced your programme?

No, honestly I think they did - because I said whatever we do we must take into account the policy of SANParks in terms of what we are doing.

15. How does the NCS present itself in the programme?

Refer to previous answer.

16. What learning areas are you addressing?  
Social Science mostly - but that's where I said even with the teachers workshops that we still haven't had that's where I wanted it to be put on the table and thrashed out - because I personally feel ultimately that the LA's are the core of this whole thing to me.
17. How did you determine that these learning areas were applicable?  
No, but what happened on the second visit of the schools the district representatives visited the programme - Wendy met with them.
18. What are learners mainly learning?  
Caring for the environment, leadership qualities.
19. How are they learning - is it through observation, participation, prior knowledge?  
We were dropped by Pick'n Pay - we wanted to have a laptop to do a presentation but now it's a matter of just talking to them, setting them into groups and then doing activities with them - horse riding, walking trails, other extra mural activities like basket ball etc.
20. How do you know that learning is taking place?  
They do evaluations on the morning before they depart - but that time I feel by that by then they are eager to go home and they just scribble but give them chance and go home and let the school address that issue and let the school respond back to us. I haven't seen any of the evaluation forms.  
  
Example of evaluation forms of the programme in Addo - discomfort of practitioner in the park as it was experienced as an evaluation of their programme and not an observation/site visit for the sake of research on programme implementation despite the comprehensive brief that went out.
21. How is the programme assessed/evaluated?  
Evaluation is done in the form of a questionnaire.

**ANALYTICAL MEMO 1**

**THEME: The historical development of environmental education in SANParks in terms of staff narratives with reference to the recognition of the national school curriculum**

Summary of the main issues that came from the interviews that were conducted with Head office staff who had past or present interaction with the development of EE in SANParks

List of Interviewees with abbreviations used as reference

- **HOIA1 – Sibongile Masuku van Damme** - Current General Manager People and Conservation (Previously Manager of EE in SANParks 1999 to 2002)
- **HOIA2 – Maria Moate** – Current Manager Environmental Education (Previously involved at DEAT National with EE and in the previous homeland of Bophuthatswana as geography teacher)
- **HOIA3 – Kevin Moore** – Current Manager Social Science Research (Previously Manager EE, Regional Manager SE, Manager Geelbek EE Centre, SE practitioner)
- **HOIA4 – Alexis Symonds** – Current Manager Community Based Conservation (Previously involved in EE in the National Botanical Institute, now known as SANBI, biology teacher, conservationist in the old Transvaal province, EE officer in GGHNP)

CATEGORY	Comments	Respondent
<b>Development of EE In SA (Nationally)</b>	<ul style="list-style-type: none"> <li>▪ The former Bophuthatswana introduced environment into the curriculum in the 1980's * - first teachers to introduce EE at that time</li> <li>▪ In 1984 the old Transvaal Nature Conservation in the Northern region wanted to start off EE – at that stage there was no post – appointed as a law enforcement officer – EE was focused strictly on the bio-physical environment – no active approach to the more holistic environment – Conservation Education very evident in the provinces. People weren't aware of new trends.</li> <li>▪ Conservation Education was for the privileged few – a once a year nice to have – no relevance to the day to day life</li> <li>▪ In the mid 80's the Pretoria College of Education started an EE component as part of the biology syllabus for 3<sup>RD</sup> year students – teaching in your environment – as part of an integrated approach to subjects</li> </ul>	<p><b>HOIA2</b></p> <p><b>HOIA4</b></p>
<b>Emergence and development of EE as focus area in SANParks</b>	<ul style="list-style-type: none"> <li>▪ In 1982 there was an EE position at the Wilgenhof EE Centre in Golden Gate Highlands National Park</li> <li>▪ In comparison to the provincial administration of the 80's, it was much easier in GG to link curriculum with programmes in parks – it was supported and encouraged – GG had several advantages that lent itself to quicker development</li> <li>▪ <b>Social Ecology played major role in transformation in SANParks in 1999.</b></li> </ul>	<p><b>HOIA4</b></p> <p><b>HOIA4</b></p> <p><b>HOIA1</b></p>

	<ul style="list-style-type: none"> <li>▪ Lynette Sibongile Masuku van Damme was appointed as the Research and Publications manager in 1999 and became the Manager for EE in 2000 – she left in July 2002.</li> <li>▪ Why the need for structured EE in SANParks?</li> <li>▪ EE versus EIE – historical tension – EE had to become visible in terms of products</li> <li>▪ During the 1994 and 2001 – resistance from a number of PM’s - didn’t like the change of the new SE Dept to a non-interpretive direction – lots of emphasis until that stage on tourism interpretation like brochures, pamphlets sign boards etc.</li> <li>▪ EE marketed to Park Managers as re-organized field</li> <li>▪ Restructuring of EE was met with arrogance/ignorance and no appreciation from EXCO – 2000 – argument was that EE had been happening and there was not much more to add – reluctance to change</li> <li>▪ EE processes were superficial – understanding restricted – hit and run approach</li> <li>▪ Before 1999 – no clear objectives – EE just an event – a political event – dignitaries crowned the build up</li> <li>▪ Change in EE approach as holistic field of practice – inclusion of cultural heritage *</li> <li>▪ National Youth Symposium – platform for EE interaction – funding became issue</li> <li>▪ After training 2002 – isolated events of interaction – park specific – prove points that there was much to be done into new approach to EIE</li> <li>▪ While EE was restructured in 2001/2002 - destruction of non-business component – functioning EE centres down graded</li> <li>▪ Directed EIE training in 2002</li> <li>▪ GVI programme established to support EE in parks as result of under staffing</li> <li>▪ Maria Moate was appointed as the Manager, National Coordinator EE in 2003 (known as Manager EE) under the SE GM.</li> <li>▪ EE was the major focus area of P&amp;C in parks – people in parks spending 70% of their time on EE – negligence of other P&amp;C focus areas</li> <li>▪ EE has survived the times and changes in different formats – it is a dynamic field – people will continue doing it, whether they are doing it right or wrong – exciting part</li> <li>▪ EE in SANParks is evolving</li> <li>▪ Kevin Moore was appointed as an Information Officer in the West Coast National Park in 1991, was transferred to Wilderness National Park as a SE in 1995 and was appointed Manager SE in West Coast in 1999 where he was also in charge of the Geelbek Goldfields EE Centre.</li> </ul>	<p>HOIA1</p> <p>HOIA1 HOIA1</p> <p>HOIA3</p> <p>HOIA1 HOIA1</p> <p>HOIA1</p> <p>HOIA1</p> <p>HOIA1</p> <p>HOIA1</p> <p>HOIA1</p> <p>HOIA1</p> <p>HOIA1</p> <p>HOIA1</p> <p>HOIA1</p> <p>HOIA1</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA3</p>
--	--	--

	<p>In 2002 he was appointed Regional Manager SE at Rondevlei, Wilderness (SE downgraded to – no longer a directorate – fell under Conservation Services – General Manager ran HO component). Operation prevail was implemented and Managers posts in SE were downgraded. After EIE Rhodes Course in July 2002, recommendation was made in the Second Draft of the EIE Strategy doc that EE management should become a line function of director Parks at HO – Kevin started reporting to Operational Manager of Parks Dir (GM of SE the only person left in the SE dept at HO). In 2003 another EE Manager was appointed in SE dept – confusion.</p> <ul style="list-style-type: none"> <li>▪ In July 2003 a new Director was appointed for a newly established People and Conservation Directorate. At this stage the Manager EE in the Parks Dir ceased to exist – transferred to P&amp;C as Manager of Social Science Research.</li> <li>▪ From 1991 – as interpretive officer to Social Ecologist in 1995 to People and Conservation Manager in 2003, EE changed from interpretation of exhibits, slide shows, photography etc to a more educational focus.</li> <li>▪ EE centres under pressure around 2000 – closing down of a number of centres due to non-business component</li> <li>▪ Three NPB staff members attended the first international conference on EE in SA in 1982 at Treverton College in Mooi River, Natal that resulted in the formation of EEASA</li> <li>▪ Since 1982 EEASA has played a significant catalytic developmental and coordination role of EE in SA.</li> <li>▪ NPB hosted EEASA in 1990 in Stellenbosch – well attended by SA NPB staff – determined by individuals</li> <li>▪ During the 90's not actively involved in EEASA – could be due to political transformational changes and change in general approach of SANParks as well as the focus change from Information and Interpretation to SE between 1994 and 2001. 2003 EEASA Windhoek – good turn out of SANParks Reps</li> <li>▪ During the 1994 and 2001 – influx of sociologists into SE dept – focus on social welfare/communities focus – changes in overall approach of the “people support service” of SANParks – transition of old to new to where we are currently – EE was part of this change/development process</li> <li>▪ Interpretation focus in some parks still prevails</li> <li>▪ Change in focus of Information to SE – necessary change – move in early nineties towards Environmental Ethics and community involvement</li> <li>▪ Training was facilitated to support and encourage new focus</li> <li>▪ People in transition had the ability to absorb and make the changes – ethically it was part of their work-approach to work with people – PEOPLE THAT PRACTICE EE ARE</li> </ul>	<p>HOIA3</p> <p>HOIA3</p> <p>HOIA3</p> <p>HOIA4</p> <p>HOIA4</p> <p>HOIA3</p> <p>HOIA3</p> <p>HOIA3</p> <p>HOIA3</p> <p>HOIA3</p> <p>HOIA3</p> <p>HOIA3</p> <p>HOIA3</p> <p>HOIA3</p>
--	---	---

	<p>GENERALLY PEOPLE THAT CARE – it was a mind shift in that space of time.</p> <ul style="list-style-type: none"> <li>In the transition from Information/interpretation phase to the new SE approach also saw more networking and local partnerships arise around parks – early take off of the park committees/park forums that encouraged participatory and advisory collaboration between people and parks – at this stage the EE link/focus moved from being only recipients of a selective group to OUTEACH INTO COMMUNITIES - events like special calendar days, visits to nature reserves and protected areas, sponsors for busses for kids to visit parks, establishment of EE networking groups like GREEN with the support of WESSA.</li> </ul>	<p><b>HOIA3</b></p>
<p><b>Development of EE Policy and related guideline documents</b></p>	<ul style="list-style-type: none"> <li>First draft of EIE Strategy Document (2000) – Outlining of what was to be done in terms of EIE – desktop development – deliverables were able to be appraised and measured</li> <li>Submission strategy document to EXCO in 2000</li> <li>Survey on status of EE in 2001 – scoping report in May 2001 – Resource File EIE course 2002</li> <li>Second Draft of EIE Strategy Doc – outcome document of EIE Course 2002 – as participatory approach – informed by collective thinking of all course participants</li> <li>Status Report 2003 – what the parks need to function</li> <li>EE Policy (2005) wasn't informed by the philosophical underpinnings of the EIE process and its philosophical decisions.</li> <li>No input into or ownership of EE Policy doc – was not a discussion doc – developed in isolation – PEOPLE DON'T KNOW WHAT THEY HAVEN'T PARTICIPATED IN</li> <li>SANParks EE Policy was compiled in a period where a whole team of new managers came into the system and had to compile new policies to match the needs and requirements of the newly established P&amp;C Department</li> <li>2006 EE Survey – on educational programmes in SANParks should have been a work-shopped doc on material development e.g. KIP's programme material – but had no links to the development of EE programmes what so ever.</li> <li>The EIE Strategy Doc Draft 2 was developed as an EE document in general but at that stage didn't reflect the focus on the curriculum</li> <li>The Strategy document (2000) was developed when environment was still seen as a focus (lens) only – but this is where the inclusion of the environment-idea originated</li> <li>The SANParks EE Policy document was based on</li> </ul>	<p><b>HOIA1</b></p> <p><b>HOIA1</b></p> <p><b>HOIA1</b></p> <p><b>HOIA1</b></p> <p><b>HOIA1</b></p> <p><b>HOIA1</b></p> <p><b>HOIA1</b></p> <p><b>HOIA4</b></p> <p><b>HOIA1</b></p> <p><b>HOIA2</b></p> <p><b>HOIA2</b></p> <p><b>HOIA2</b></p>

	<p>concepts from the DEAT – looking at the broader approach to conservation and EE and relating to all the aspects of the environment</p> <ul style="list-style-type: none"> <li>▪ EE Policy was written in 2004 and approved in 2005</li> <li>▪ Linking practical exposure in parks to the curriculum brings another dimension of understanding to the classroom with first hand confirmation of practical knowledge versus abstract terminology – people learn by traveling</li> <li>▪ Introducing the environment to people in a way it becomes real – they develop a love for it</li> <li>▪ Before the constitution came into effect in 1996 there was a vacuum into the recognition of the right to a healthy environment that is enshrined by the constitution</li> <li>▪ The development of the new curriculum is that there was an open process of participation by a variety of representatives – no longer scientists behind closed doors</li> <li>▪ INCLUSIVITY IN THE DEVELOPMENT OF POLICIES IS A KEY FACTOR – it is a long process with all the debates but it ensures ownership by all contributors – before policies around the environment were looked at as a “white”-thing – they were separated from policies – dissociated and resisted</li> </ul> <ul style="list-style-type: none"> <li>▪ Manager Social Science has no knowledge of the SANParks EE Policy Doc – has never seen the document</li> <li>▪ Three documents in dev phase – EIE Strat Doc 1<sup>st</sup> Draft (2000), EIE Strat Doc 2<sup>nd</sup> Draft (2002) and the EIE Status Report (2003) – first document was dev by 1 person, 2<sup>nd</sup> was a product of a participatory process (EIE Rhodes Course 2002). Status report was an attempt by EE Manager under the Parks Dir (2003) to determine what EE status in parks was – a baseline – to have made it a trustworthy research study – more directed qualitative data of programmes should have been gathered – researching what the programmes were actually trying to do</li> <li>▪ The 2<sup>nd</sup> Draft EIE Strat Doc was greatly informed by the Corporate plan of that time that emphasised constituency building very prominently</li> <li>▪ 2006 EE Survey was a quick way to give feedback on required research by Director and GM of P&amp;C – there were useful recommendations that came out – there is however a big need for a substantive qualitative research study on the status of EE across all parks – massive amount of data – AT THE MOMENT THE STATUS OF EE IS BUILT ON STATS</li> </ul> <p>2006 EE Survey – programme development and content with relation to the school curriculum was not measured at all</p>	<p>HOIA2 HOIA2</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA3</p> <p>HOIA3</p> <p>HOIA3</p> <p>HOIA3</p> <p>HOIA3</p>
<p><b>Development of</b></p>	<ul style="list-style-type: none"> <li>▪ In 1982 GG started linking programmes in the park to the</li> </ul>	<p>HOIA4</p>

<p><b>curriculum linked programmes in SANParks</b></p>	<p>curriculum of those years in conjunction with schools – studies of animal behaviour and the history of the early inhabitants of the Eastern Free State (rock art and indigenous knowledge) – programme also included interpretive hikes and activities – pre-visit brief of programme would be sent to school for preparation</p> <ul style="list-style-type: none"> <li>▪ Programmes primarily outdoors and experiential – 2 to 3 day programmes at overnight facility – group size 60 with 1 permanent staff member and 2 students</li> <li>▪ SANParks staff in general working with EE concepts know of the new terminology and trends within EE, but it is out of the set ways of functioning and doing. It is difficult to get out of the framework people are used to. They have to be actively made aware of the current drive and approach in EE, which is to a great extent the People and Parks concept, and change their ways in adapting</li> <li>▪ Staff keep on doing what they are comfortable with – if resources lack they don't do the things that they know they should</li> <li>▪ 2002 – Workshop – Rhodes rep, SANParks HO rep, Kgalagadi SE rep and DoE – park specific w/shop – direct result of training – development of curriculum linked materials for Kgalagadi</li> <li>▪ KIP's programme not going well in terms of its educational processes – EE aspects not understood by all partners – DoE hasn't featured strongly – we have the NCS but we don't have a clue how this is playing out in the partnership</li> <li>▪ KIP's programme should be viewed as A PLANNED INTERVENTION OF AN ATTEMPT TO FACILITATE LEARNING</li> <li>▪ Partnerships – people working together with different fields of expertise – parks are experts of conservation and schools are experts in education – coming together and sharing creates mutual benefits</li> <li>▪ Guidelines in Nov 2004 for Environmental learning across the learning areas to parks – it was not understood – some practitioners were introduced to the curriculum aspect for the first time – few links to programmes were made – isolated instances – first document that indicated interaction with curriculum to park practitioners – failed attempt – additional ways were to be put in place</li> <li>▪ Proposed Gauteng Department of Education (GDE) Programme – initiated by marketing in aid of bringing more school children to parks from previously disadvantage areas – 2 identified pilot parks to start curriculum linked programmes with the GDE to assist and establish practical examples (GDE pulled out of partnership programme due to political structural changes, after site visits and resource development) Programme abandoned but there were good</li> </ul>	<p>HOIA2</p> <p>HOIA1</p> <p>HOIA1</p> <p>HOIA1</p> <p>HOIA1</p> <p>HOIA2</p> <p>HOIA2</p>
--	--	--

	<p>inputs – they identified the need for professional development of staff and programmes into offering valuable school visits – there should be set guidelines for school visits – standardization of EE programmes, meaningful curriculum linked programmes, school time is curriculum time.</p> <ul style="list-style-type: none"> <li>▪ KIP’s partnership programme as follow-up model for GDE programme focusing on established needs and targeting specific parks with a plan – re-vamping EE in this directed way – stemmed from Kids in Kruger programme</li> <li>▪ KIP’s has become dominant model to introduce OBE within the national curriculum</li> <li>▪ Park is like a laboratory – plants and animals in a natural setting – parks have valuable information to share.</li> <li>▪ The NEEP programme came after the EEPI. The environment was seen as a lens – boxed in one area and not integrated across all learning areas</li> <li>▪ Teachers voices should be heard with pure educational school programmes</li> <li>▪ Programmes are developed in isolation without the necessary input from ultimately responsible person – leads to alienating these projects</li> <li>▪ With the institution of the new school curriculum, the NEEP project contributed to a large extent to make the environmental concept a reality in schools and come alive. The environment, in the holistic sense of the word, was a daunting concept to teachers – HENCE WE CAN CLAIM THAT WE ARE THE ENVIRONMENTAL SPECIALISTS AND NOT SCHOOL TEACHERS – WE CAN PROVIDE THE ENVIRONMENTAL FOCUS FOR SCHOOLS IN PARKS – we are not specialists as teachers but we can provide a focus</li> <li>▪ In transition years of the 90’s and the emergence of EE there was no specific drive in the direction of linking the curriculum – programmes were designed on what people thought was important, requests and feedback from teachers – there was a kind of a natural interaction with curriculum</li> <li>▪ In recent years there has been an attempt to develop curriculum linked resources – GVI volunteers have been involved – Augrabies, GG, Kgalagadi – Isolated</li> <li>▪ SANParks benefits directly and indirectly from the dev of supportive curr linked programmes – indirect EE will bring about changes on a broader scale as a result of awareness raising and direct – huge increase in visitors numbers by school groups in a number of parks</li> </ul>	<p>HOIA2</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA3</p> <p>HOIA3</p> <p>HOIA3</p>
<p><b>Staff Training as part of the development of EE in SANParks</b></p>	<ul style="list-style-type: none"> <li>▪ Out of first Draft EIE Strat (2000) - Training</li> <li>▪ Out of training there would be development of programmes, resources and EE plans</li> </ul>	<p>HOIA1</p> <p>HOIA1</p>

	<ul style="list-style-type: none"> <li>▪ EIE training for SE's in 2002 – Supported by Rhodes – danced funded</li> <li>▪ Training put framework in place</li> <li>▪ Training outcomes resulted in implementation</li> <li>▪ Training established confidence and expertise – elevation, confidence, achievement and prestige to staff</li> <li>▪ EDUCATION IS A PLANNED INTERVENTION – IT DOESN'T JUST HAPPEN</li>   <li>▪ National training workshop (2005) would inform people on guidelines – financial constraints</li> <li>▪ Annual peer development workshop – learning from each other and developing and improving on methods – people are exposed to different networks and expertise in different areas and have lots to share – best practice</li>   <li>▪ EIE course – Part of the DANCED capacity building programme for strengthening SE's - more senior and experienced Env Educators gained a lot – but it went over the heads of many others – it was quite theoretical – designed for a more “educational” audience</li> </ul>	<p>HOIA1</p> <p>HOIA1 HOIA1 HOIA1</p> <p>HOIA1</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA3</p>
<p><b>Restrictions and Challenges around EE processes and implementation</b></p>	<ul style="list-style-type: none"> <li>▪ Around 2000 - EE processes superficial - skills gaps – no in depth interaction or understanding – hit and run approach</li> <li>▪ No appreciation/support from EXCO in 2000 for concrete change suggestions</li> <li>▪ New incomers weren't informed or didn't become knowledgeable or didn't understand the development that had taken place and the institutional effort that had gone into the process – PERSONAL THING – WANTING TO IMPRINT YOUR OWN WAYS OF THINKING</li>   <li>▪ No idea of what was being done in EE – no staff to inform you at HO – the SE unit was re-establishing itself as a directorate (2003) – there was no available information. Secretaries provided reports and documents from the parks as well as visits to parks – brought better understanding on what people were working on</li> <li>Historical changes, structural/organizational changes, Staff turnover, availability of information, sharing of info, reporting from parks, communication with parks</li> <li>▪ Newcomers are not informed of expectations</li> <li>▪ In 2003 there was no EE in parks it was awareness and interpretation</li> <li>▪ Staff do not all have a clear understanding of the curriculum</li>   <li>▪ KIP'S Partnership programme - EE aspects not understood by all partners – DoE hasn't featured strongly – we have the NCS but we don't have a clue how this is</li> </ul>	<p>HOIA1</p> <p>HOIA1</p> <p>HOIA1</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA1</p>

	<p>playing out in the partnership – people are looking at the by-products and at the “event”</p> <ul style="list-style-type: none"> <li>▪ Partnership programmes tend to service the social responsibility that they are compelled to make and then want to win points in the eyes of the onlookers and receivers – missing the learning opportunity – pushing their own agendas</li> <li>▪ Kids in Parks not yet adhering to all objectives, because the professional development is not there – educators as well as park practitioners</li> <li>▪ Reporting lines of staff in some parks are unclear</li> <li>▪ Staff in parks unclear what the difference between formal EE programmes and “interpretation” are</li> <li>▪ Large staff turnover leads to uninformed newcomers – poor record keeping and information transfer – breakdown in continuity</li> <li>▪ Lack of Inter departmental collaboration and communication in parks – breakdown of team effort and integration between park departments</li> <li>▪ Curriculum aspects in developing EE programmes are often ignored because people feel unsure and ignorant about it</li> <li>▪ Non-business/non-profit component of EE and centres was a challenge. Non money making ventures needed cutting down or a change in approach to pay its way. (This was opposed by SE staff who contributed in bringing the EE centre about in conjunction with Goldfields)</li> <li>▪ Free access to parks by schools from previously disadvantaged areas posed challenge – money related</li> <li>▪ An absolute knowledgeable expert, with wide national and international connections is needed in the EE leaders position in SANParks, in order to give direction and guidance to EE development in the organization so that skills and knowledge can be shared and carried over, new concepts created and established, discussions held and adaptations made within the context of the organization.</li> <li>▪ SANParks does not market itself enough in terms of sharing all the significant stories – one cannot feature if one doesn’t market yourself and what you do</li> </ul>	<p>HOIA1</p> <p>HOIA2</p> <p>HOIA2 HOIA2 HOIA2</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA3</p> <p>HOIA3</p> <p>HOIA4</p> <p>HOIA4</p>
<p><b>EE versus Awareness Creation</b></p>	<ul style="list-style-type: none"> <li>▪ Introducing your park to the community – know your park – Marula Kids to schools – learn by doing</li> <li>▪ Park staff need to cater outside school groups and have a wide range of general knowledge that they apply</li> <li>▪ People should know about parks otherwise we will continue working in isolation – people should know that there are parks and why they exist – awareness raising in</li> </ul>	<p>HOIA2</p> <p>HOIA2</p> <p>HOIA2</p>

	<p>general</p> <ul style="list-style-type: none"> <li>People need to be informed around conservation approaches and issues – basic needs and a lack of knowledge of the broader picture, create pre conceived ways of thinking and reasoning</li> </ul>	HOIA2
<p><b>Development of Learning Materials within the development of EE IN SANParks</b></p>	<ul style="list-style-type: none"> <li>Learning materials and assignments must be structured in a manner that can be measured</li> <li>Development of curriculum linked materials for Kgalagadi – after training 2002</li> <li>Staff need to be involved in development of the resource material so that they can participate in the submission of the document as well as the transforming of it into an interactive resource aligned to the curriculum – ONLY BY DOING AND BEING INVOLVED YOU COME TO KNOW. – Participation</li> <li>LO's and assessment standards need to be known to park staff to provide applicable context and content knowledge for LO's. Teachers need to give clear indication on field of interest, play an active participatory roll and together with park practitioner negotiate a meaningful programme</li> <li>Teacher need to take on a shared responsibility and contribute with their expertise towards programme development</li> <li>Some parks have richness of LM's and others nothing to show. – staff competence</li> </ul>	<p>HOIA1</p> <p>HOIA1</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA2</p>
<p><b>Park Based EE Activities</b></p>	<ul style="list-style-type: none"> <li>Park based staff are knowledgeable on conservation – experts in “core business” – they need basic knowledge of curriculum to enable them to add value to the OBE approach</li> <li>Teachers are grappling with curriculum as well as with environmental aspects. – struggling to make any links with LA's</li> <li>Taking parks to schools and provide meaningful information of the environment</li> </ul>	<p>HOIA2</p> <p>HOIA2</p> <p>HOIA2</p>
<p><b>Staff component</b></p>	<ul style="list-style-type: none"> <li>SANParks staff are specialists in the environment – we are not specialists as teachers but we can provide a focus for that aspect of the environment. – broadening the view of the environment</li> <li>Staff shortages in parks – no staff, no EE activities</li> <li>Scoping report in 2001 on EE and dev of materials in parks – identified that there were not enough people in parks to establish the objectives and outcomes</li> <li>Skills Gaps – no in-depth interaction</li> <li>Don't need teachers in parks – you need a person that can</li> </ul>	<p>HOIA2</p> <p>HOIA2</p> <p>HOIA1</p> <p>HOIA1</p> <p>HOIA2</p>

	<p>present, articulate environmental issues and make an impact on people's lives into the environment – an environmental background is crucial – the environment must be part of your make-up – EE IS ABOUT TEACHING AND COMMUNICATION ABOUT THE ENVIRONMENT – TALKING ON BEHALF OF THE ENVIRONMENT</p> <ul style="list-style-type: none"> <li>▪ People in parks work in isolation – not so much a resource shortage – if people are brought together it will enable them to share skills and with few resources more will be able to be done</li> <li>▪ People work in silos – people don't rely on colleagues expertise and prior knowledge – peer support</li> <li>▪ Staff attitudes – making things work where you are with what you have</li> </ul> <p>staff attitudes and “make-up” – culture of learning – wanting to learn, learning from others</p> <ul style="list-style-type: none"> <li>▪ People don't plan – Planning is important. People want to demand without planning and then blame others for not reaching outcomes</li> <li>▪ Staff Competencies</li> <li>▪ Networking with colleagues and other EE organizations</li> </ul> <ul style="list-style-type: none"> <li>▪ The P&amp;C field in park context is so diverse and people are expected to be experts in every field and don't get the opportunity to excel in one field of expertise. In contrast to this, SANBI has succeeded to emerge as leaders in their field because they were very focused within their field of practice and that gave them the opportunity to become leaders and experts in their field. The P&amp;C field in park context is so diverse and people are expected to be experts in every field and don't get the opportunity to excel in one field of expertise. In contrast to this, SANBI has succeeded to emerge as leaders in their field because they were very focused within their field of practice and that gave them the opportunity to become leaders and experts in their field.</li> </ul>	<p>HOIA2</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA2</p> <p>HOIA4</p>
<p><b>Way Forward for EE with reference to Curriculum linked programmes</b></p>	<ul style="list-style-type: none"> <li>▪ Interacting with DoE and addressing the dismal picture of EE in the areas of need by DoE and the areas of support that SANParks can offer with its resources (Matrix management) matrix – situation in which something develops: a situation or set of circumstances that allows or encourages the origin, development, or growth of something</li> <li>▪ SANParks EE programmes supporting and strengthening the NCS has benefits for all participants</li> <li>▪ KIP's programme is assured of continuing for another 3 years – continuation of the model for development of EE objectives linked to the curriculum</li> <li>▪ Developing programmes that can be introduced to schools for implementation back in the classroom and continue on</li> </ul>	<p>HOIA1</p> <p>HOIA1</p> <p>HOIA2</p> <p>HOIA2</p>

	<p>their own</p> <ul style="list-style-type: none"> <li>▪ Establishment of close relationships between parks and schools to form partnerships of working together towards a better and more sustainable environment</li> <li>▪ EE has grown a lot over the past few years – having been involved with EE in SANParks over the past 15 years it is heartening to see the increase that has taken place. The quality has definitely increased opposed to what was being done 15 years ago – we’ve come a long way – and there is still much to be done e.g. repeat visits by schools – a huge opportunity lies in this.</li> <li>▪ EE generally in SANParks needs a big shift. People keep on talking about big changes but one doesn’t see much. People remark on innovative programmes but it’s the same old thing. SANParks EE programmes are still leaning heavily towards the biophysical side – we should more actively and coherently move to the more holistic approach of EE where social aspects and environmental issues should become a focus point.</li> <li>▪ EE in SANParks needs to move – else we are going to miss more golden opportunities. EE in SANParks needs a major shake-up because we are not coming up with anything innovative and we also not showing leadership in the field of EE. SANParks has a wide and recognized international reputation as a leading conservation organization and therefore the platform is certainly there to be able to make use of the links and other resources to put ourselves on the map as a world authority on EE for protected areas. To enable us to do that our strategy has to change remarkably. We are not thinking big enough. Like the previous National Botanical Institute (NBI) currently known as SANBI, with their Botanic Gardens Educators in Africa, a similar concept can be followed for environmental educators specifically working in protected areas, to share ideas and gain insight of what is going on elsewhere in similar situations and areas. SANParks has the ability to take such a lead – but at the moment certainly doesn’t have anything to offer in this respect.</li> </ul>	<p>HOIA2</p> <p>HOIA3</p> <p>HOIA4</p> <p>HOIA4</p>

**QUOTES**

- EDUCATION IS A PLANNED INTERVENTION – IT DOESN'T JUST HAPPEN – Sibongile Masuku van Damme (2007)
- PEOPLE DON'T KNOW WHAT THEY HAVEN'T PARTICPATED IN

- Development of curriculum linked programmes in SANParks should be viewed as A PLANNED INTERVENTION OF AN ATTEMPT TO FACILITATE LEARNING not as an event with by-products

#### FINDINGS and other COMMENTS

- Process of dev of EE in SANPARKS - COMPLICATED – influenced by several factors – upcoming EE in SA, political changes in country, financial challenges to organization, support function of SE affected by restructuring of where SE/EE should be accommodated
- Organised EE trips to Pilanesberg National Park and Eastern Transvaal by former Bophuthatswana educator – proved that learners had a much better understanding of theoretical concepts after what they had seen and experienced and they were able to explain abstract terminology in a more comprehensive way. They were not trying to memorise from the book and forgetting key words which they didn't understand because it was an abstract term with no meaning. EXPOSURE, EXPERIENCE AND ENGAGEMENT MAKES THE ABSTRACT COME TO LIFE. When people become familiar with things they can identify with them and it can become part of their way of thinking, speaking and way of living.
- To become a leader in your field of practice you have to narrow down your focus and develop the necessary skills and expertise to become innovative and competitive – Personal comment

## APPENDIX K

### SYNOPSIS REPORT 2 (AM5) – Discussed in Case Record 2 marked as Appendix B

#### THEME: A synthesis of park resources and practices

STATEMENT	COMMENT	REFERENCE
Qualifications of practitioners	<p>3 – Nature Conservation Diplomas            1+2 – <i>Higher Diplomas in Education (1 Straight and 2 as Extra to Degree)</i>            3 – Matric            2 – <i>B Sc Degrees (1 Honours and 1 MEd)</i>            4 – <i>BA Degrees (1 Straight, 1 Honours and 2 BEd)</i></p>	KIPCWQ1 to KIPCWQ13
How do you decide on themes for edu prgrms	<ul style="list-style-type: none"> <li>• Previous Existing Material</li> <li>• What the Park has to offer and what is practical is often what determines the themes – Natural and Cultural resources available in park – Contextualization</li> <li>• Consider schools/groups needs and requests</li> <li>• SANParks EE objectives are kept in mind</li> <li>• National Celebration Days</li> <li>• Ecology based</li> <li>• Prevalent subject at the time of programme</li> <li>• Consider Curriculum</li> </ul>	<p>KIPCWQ1</p> <p>KIPCWQ1 &amp; KIPCWQ2 &amp; KIPCWQ4 &amp; KIPCQ5 &amp; KIPCWQ6 &amp; KIPCWQ7 &amp; KIPCQ8 &amp; KIPCWQ9 &amp; KIPCWQ13</p> <p>KIPCWQ1 &amp; KIPCWQ3 &amp; KIPCWQ6 &amp; KIPCWQ7 &amp; KIPCWQ9 &amp; KIPCWQ10 &amp; KIPCWQ12</p> <p>KIPCWQ1</p> <p>KIPCWQ2 &amp; KIPCWQ4 &amp; KIPCQ5</p> <p>KIPCWQ3</p> <p>KIPCWQ5</p> <p>KIPCWQ10 &amp; KIPCWQ13</p>
Themes/topics of programmes	<ul style="list-style-type: none"> <li>• Animals (1+1+1+1+1+1+1+1+1+1+1=11) (Mammals, birds, endangered spp, behaviour etc)</li> </ul>	See list of themes in priority of

	<ul style="list-style-type: none"> <li>• Plants (1+1+1+1+1+1=6) (Biomes of park)</li> <li>• Water (1+1+1+1=4)</li> <li>• Wetlands (1+1+1+1=4)</li> <li>• Waste and clean environments (1+1=2)</li> <li>• Environmental Issues (1=1)</li> <li>• Ecology (1+1+1+1+1+1+1+1=8) (Biomes of park)</li> <li>• Careers (1+1+1+1=4)</li> <li>• Cultural Aspects (1+1+1+1+1+1=7)</li> <li>• Historical Aspects (1+1+1+1+1+1+1=7) (People aspect/communities)</li> <li>• Tourism Aspects (1+1=2)</li> <li>• Dev issues around Parks/Challenges of region (1+1+1=3)</li> <li>• Adventure Activities (1=1)</li> <li>• Conservation (1+1+1+1+1=5) (National Parks, protected areas)</li> <li>• Sustainable living/practices (1+1+1+1=4) (Fishing, fynbos use etc)</li> <li>• Geography/Landforms (Geology, Paleontology, map work(1+1=2)</li> <li>• Local Languages (1=1)</li> </ul>	<p>frequency below</p>
<p>Methods/approaches used in programmes</p>	<ul style="list-style-type: none"> <li>• Visual and practical with limited writing - presentations</li> <li>• Quizzes, reflection time, oral questions, discussions</li> <li>• Observation – game drives</li> <li>• Touch, feel and taste - trails</li> </ul>	<p>KIPCWQ1 &amp; KIPCWQ4 &amp; KIPCWQ5 &amp; KIPCWQ6 &amp; KIPCWQ8</p> <p>KIPCWQ1</p> <p>KIPCWQ2</p> <p>KIPCWQ2 &amp; KIPCWQ3 &amp; KIPCWQ8</p>

	<ul style="list-style-type: none"> <li>• Interactive discussions – worksheets</li> <li>• Participatory/guided participation</li> <li>• Hands-on activities</li> <li>• Prior Knowledge/with what you know</li> <li>• Group Work</li> <li>• Interpretive/educational walks</li> <li>• Creativity</li> <li>• Fun activities</li> <li>• Social Constructivist, social critical and action competence approach</li> <li>• Learning by doing, learning by meaning making, environmental meta-learning, an active role approach</li> </ul>	<p>KIPCWQ2 &amp; KIPCWQ3 &amp; KIPCWQ8 &amp; KIPCWQ10</p> <p>KIPCWQ4 &amp; KIPCWQ13</p> <p>KIPCWQ4 &amp;KIPCWQ10</p> <p>KIPCWQ4 &amp; KIPCWQ13</p> <p>KIPCWQ6 &amp; KIPCWQ8</p> <p>KIPCWQ6 &amp; KIPCWQ7</p> <p>KIPCWQ7</p> <p>KIPCWQ2 &amp; KIPCWQ7 &amp; KIPCWQ9 &amp; KIPCWQ10</p> <p>KIPCWQ12 &amp; KIPCWQ13</p> <p>KIPCWQ13</p>
<p>How do activities contribute towards knowledge, skills and values of learners</p>	<ul style="list-style-type: none"> <li>• By Exposure - Exposing participants to variety of themes</li> <li>• By Investigating - “Identify and describe” – do research</li> <li>• Creating Awareness - Teaches respect</li> <li>• Providing opportunities of expanding learners learning environment out of the classroom</li> <li>• By Interpretation</li> </ul>	<p>KIPCWQ2 &amp; KIPCWQ10 &amp; KIPCWQ13</p> <p>KIPCWQ2 &amp; KIPCWQ5 &amp; KIPCWQ7 &amp; KIPCWQ9</p> <p>KIPCWQ1 &amp; KIPCWQ2 &amp; KIPCWQ12</p> <p>KIPCWQ2</p> <p>KIPCWQ1 &amp;</p>

	<ul style="list-style-type: none"> <li>• By learners presenting/Reporting</li> <li>• By Participating</li> <li>• Experiencing/hands-on/activity based</li> <li>• Solving problems</li> </ul>	<p>KIPCWQ7</p> <p>KIPCWQ3 &amp; KIPCWQ9</p> <p>KIPCWQ5 &amp; KIPCWQ7 &amp; KIPCWQ13</p> <p>KIPCWQ6 &amp; KIPCWQ10 &amp; KIPCWQ13</p> <p>KIPCWQ12</p>
What kind of learning support materials are used in educational programmes	<ul style="list-style-type: none"> <li>• Game viewing/boat experience</li> <li>• Worksheets/booklets/maps</li> <li>• Learning Packs</li> <li>• Games</li> <li>• Power Point presentations</li> <li>• Sharenet resources</li> <li>• Info Sheets</li> <li>• Investigative equipment</li> </ul>	<p>KIPCWQ2 &amp; KIPCWQ6 &amp; KIPCWQ13</p> <p>KIPCWQ2 &amp; KIPCWQ4 &amp; KIPCWQ5 &amp; KIPCWQ6 &amp; KIPCWQ7 &amp; KIPCWQ8 &amp; KIPCWQ9 &amp; KIPCWQ12</p> <p>KIPCWQ1</p> <p>KIPCWQ2 &amp; KIPCWQ7 &amp; KIPCWQ10 &amp; KIPCWQ13</p> <p>KIPCWQ2 &amp; KIPCWQ8 &amp; KIPCWQ13</p> <p>KIPCWQ4 &amp; KIPCWQ10 &amp; KIPCWQ11</p> <p>KIPCWQ5</p> <p>KIPCWQ12</p>

<p>Summary of Learning Support Material in Parks</p>	<ul style="list-style-type: none"> <li>• <b>TMNP</b> – Extensive materials in terms of the Park as a resource linked to aspects of the school curriculum, learning areas and the OBE system <ul style="list-style-type: none"> <li>◦ Module 1 – Parks as Educational Resources – An Introduction - National Parks and C2005 – General and contextualized</li> <li>◦ Module 2 – Parks are Precious Places - The role of National Parks – general and contextualized</li> <li>◦ Module 3 – The Biodiversity of the CPNP – contextualized</li> <li>◦ Module 4 – Cultural Heritage and History in the CPNP – contextualized</li> <li>◦ Module 5 – Managing the CPNP – contextualized</li> <li>◦ Document of the ENVIRONMENT in the RNCS – Intermediate Phase in terms of the Learning Outcomes and the Assessment Standards -</li> </ul> </li>   <li>• <b>Namaqua National Park</b> – The current practitioner of the park didn't respond to requests for completing the questionnaire, neither to requests on what resources are available in the Park. This park has been actively busy with programmes for the past 7 years and was also funded by GEF and RARE. Lots of funding was available for the development of awareness programmes. Material was sent to me by a former P&amp;C staff member who worked in Namaqualand for a number of years. <ul style="list-style-type: none"> <li>◦ An Educator's Resource for the Namaqua National Park – for Environmental Learning in Curriculum 2005. This resource is linked with Learning Areas, Learning Outcomes and Assessment Standards – C - contextualised</li> <li>◦ The role of National Parks – Open – general</li> <li>◦ The Application of the Active Learning Framework in EE – Open – general</li> <li>◦ Rommelstrooi – Open – general</li> <li>◦ Basterkokerboom – programme – Open – contextualized</li> <li>◦ Cultural Heritage History – Links to the Curriculum – C – contextualized</li> <li>◦ Kids in the Park – Learner Book and Teachers Guide – C – contextualized</li> </ul> </li>   <li>• <b>Augrabies Falls National Park</b> <ul style="list-style-type: none"> <li>◦ Work Sheets – Leer ken ons Ruskamp – 2 Versions - Gr 1 to 3 and Gr 6 to 7 - Open</li> <li>◦ Work Sheets - Biodiversity is Life (Eng and Afr) - Open</li> <li>◦ Talk – AFNP – Ekologie Praatjie vir Skoolgroepe</li> <li>◦ Interpretation Sheets for Holiday Guided Walks – Open</li> <li>◦ Know your Restcamp – 3<sup>rd</sup> Version – Open</li> <li>◦ Info Sheet – Plante van AFNP</li> <li>◦ General Information on AFNP – Youth Day Programme – Open</li> <li>◦ Info Sheet – Hoe om Voëls te kyk – AFNP – Open</li> <li>◦ Water Information and Activity sheet – Open</li> <li>◦ Info and Activity sheet – World Water Day</li> </ul> </li> </ul>
--	---

- Info and Activity sheet – International Biodiversity Day – Open
- **Camdeboo National Park** – Camdeboo was proclaimed a National Park in 2005. Before that it fell under the Provincial Conservation Department. It runs an EE centre that was sponsored by Gold Fields in the late 80's – early 90's. A young park in terms of exposure to the development of EE in SANParks.
  - Slide Show – Introduction to the Park – open – contextualised
  - Walking trail and Map Orientation – adding up of numbers gathered on trail – open – contextualized
  - Night Food Chain Game – Basic Ecology – open – contextualized
  - Intro to the Solar System and the night sky – Open – General
  - Solar Energy – general
  - Game – Walk the Plank – problem solving, good communication and perseverance – Open - general
  - Pyramid of Life Illustration – Karoo example – adaptation of plants, Animal Adaptation, food pyramids, predators/prey game – open – contextualized
  - The geology of the Valley – open – contextualized
  - Wildlife Quiz on birds, mammals, snakes and reptiles, insects and spiders related to the area – open - contextualized
  - Reduce, re-use and recycle – Open - general
  - Night spoor trail – map reading, night orientation, night sounds – general – open
  - Obstacle course – fun and challenge children – open – general
  - Things to do at home and at school – school linked, school development, creating general awareness – general – partially linked
  - Kids in the Park – Learner Book and Teachers Guide – C
- **Addo Elephant National Park**
  - Information and activity sheet of Animals of Addo – open – contextualized
  - Interpretation information on T hicket Valley and related plants and their uses – open – contextualized
  - Information sheets of 5 prominent Addo animal species – open – contextualized
  - A worksheet on general information of Addo – open – contextualized
  - Kids in the Park – Learner Book and Teachers Guide – C
- **Golden Gate Highlands National Park**
  - Introductory/Orientation Walk and power point – open - contextualized
  - Guided Walks with different focus areas like map work, grassland ecology, wetlands, alien plants – combination -

contextualized

- National Parks and Conservation talk, game and worksheet – open – general
- Geology and Paleontology – interpretive walk and worksheet
- Waterways and wetlands – talk and bio-indicator test at the river and worksheet – open – contextualized
- Mammal Game - combined – contextualized
- Basic Ecology, food chains and webs, worksheet – combined – contextualized
- People and the past – short introduction, practical experience at the cultural village and worksheet – combined –
- Career properties in SANParks – combined – general/contextualized examples
- Endangered species
- Kids in the Park – Learner Book and Teachers Guide – C

• **Kgalagadi Transfrontier Park**

Kgalagadi has very well developed resource packs that were initiated after the Rhodes EIE Course in 2003 with the help of the EE Unit at Rhodes as well as Sharenet. There has been excellent expansion on further resource development for different focus groups. Resource packs are directly linked to curriculum

- Animal Resource pack with three specifically linked activities for Grade 1 – C – Contextualised
- Water, Waste and Nature resource pack for Grade 3 with 6 specifically linked activities – C – Contextualised
- Flora, Fauna and Water Resource pack for Grade 5 with 14 linked activities
- Kalahari Dunes – Resource pack for Grade 6 with 3 specifically linked activities
- Parks, People and Cultures – Resource pack for Grade 7 with several activities linked to this theme
- Water in the Kalahari – Resource Pack for Grade 9 – with 5 activities directly linked to the curriculum
- Tourists, jobs and CV's – Resource pack developed for Grade 12 – with several activities linked to this curriculum theme
- Kids in the Park – Learner Book and Teachers Guide – C

## Summary of the Qualifications of P&C Staff

Qualification	Kgl	Ado	W/C	Nam	MZ	Kny	Agu	Aug	BB	KNP	Tsi	TM	GG
Nat Dipl in Nat Conserv	1									1+BTech+(EIE Cert)		1+ (Dipl in Cons Edu+Cert in EE)	
Higher Dipl in Education		1				1		1					
Matric			1+ (Field Guiding)	1							1		
BSc Degree					1+ Hons								1+(MED+ EIECert)
BA Degree						1+ Hons	1+ BEd	1+ BEd	1				

3 – Nature Conservation Diplomas

1+2 – Higher Diplomas in Education (1 Straight and 2 as Extra to Degree)

3 – Matric

2 – B Sc Degrees (1 Honours and 1 MEd)

4 – BA Degrees (1 Straight, 1 Honours and 2 BEd)

### REMARKS

- Tsitsikamma had no comments on any programme related questions on the Curriculum Workshop Questionnaire

### SUMMARY OF THEME-VARIETY IN PARKS in order of Frequency:

Animals – 11

Ecology – 8

Cultural Aspects– 7

Historical Aspects – 7

Plants – 6

Conservation Aspects – 5

Water – 4

Wetlands – 4

Careers – 4

Sustainable living/practices – 4

Dev issues around Parks/Challenges of region – 3

Waste and clean environments – 2

Tourism Aspects – 2

Geography/landforms - 2

Environmental Issues – 1

Local Languages – 1

Adventure Activities – 1