



fundisa
for change



A national professional learning community for ESD and environmental learning in teacher education

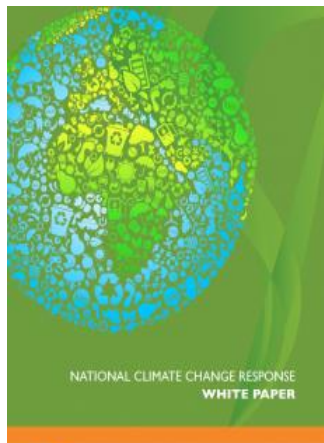
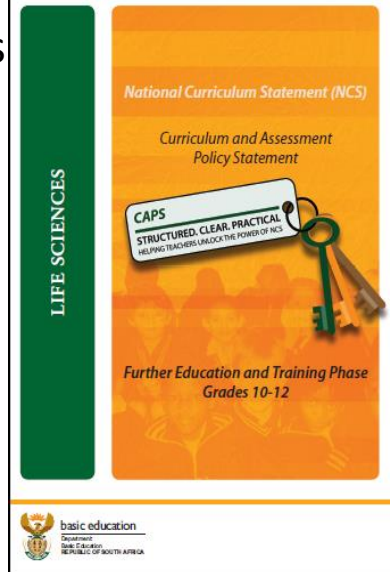
Shanu Misser: National Fundisa for change Coordinator

Background and wider context

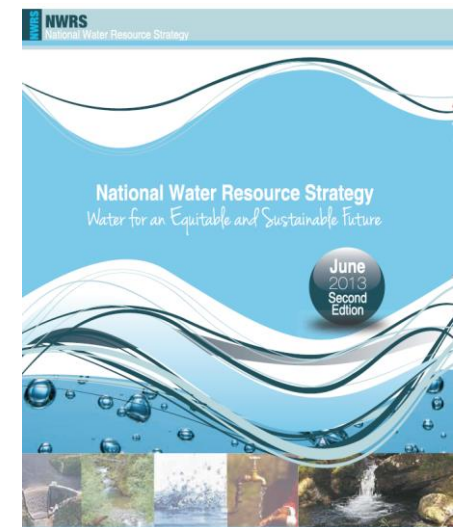
- The SA policy context (Constitution, Curriculum and Assessment Policy, Environmental Sector Skills Plan, National Water Resource Strategy, Biodiversity Human Capital Development Strategy)
- National Environmental Education project (NEEP).
- The SDG's (was in draft form at the time)
- COP 11 – held in SA in 2011.

One of the Principles in SA CAPS curriculum is:

....."Human rights, inclusivity, environmental and social justice" ...



National Climate Change Response White paper (RSA 2011), call for mainstreaming of ESD, environment and CCD into education and training system



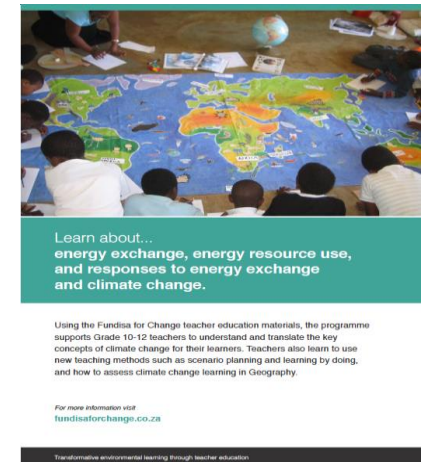
Wider context

ESD and environmental content – covers up to 50% in some Subject areas:
KEY CONCEPTS – *climate change; biodiversity; sustainable development; water management, availability and use, environmental health; green economy.*

Found teachers were struggling to teach these topics with sufficient depth and understanding especially because it was relatively new and not adequately covered in teacher education.

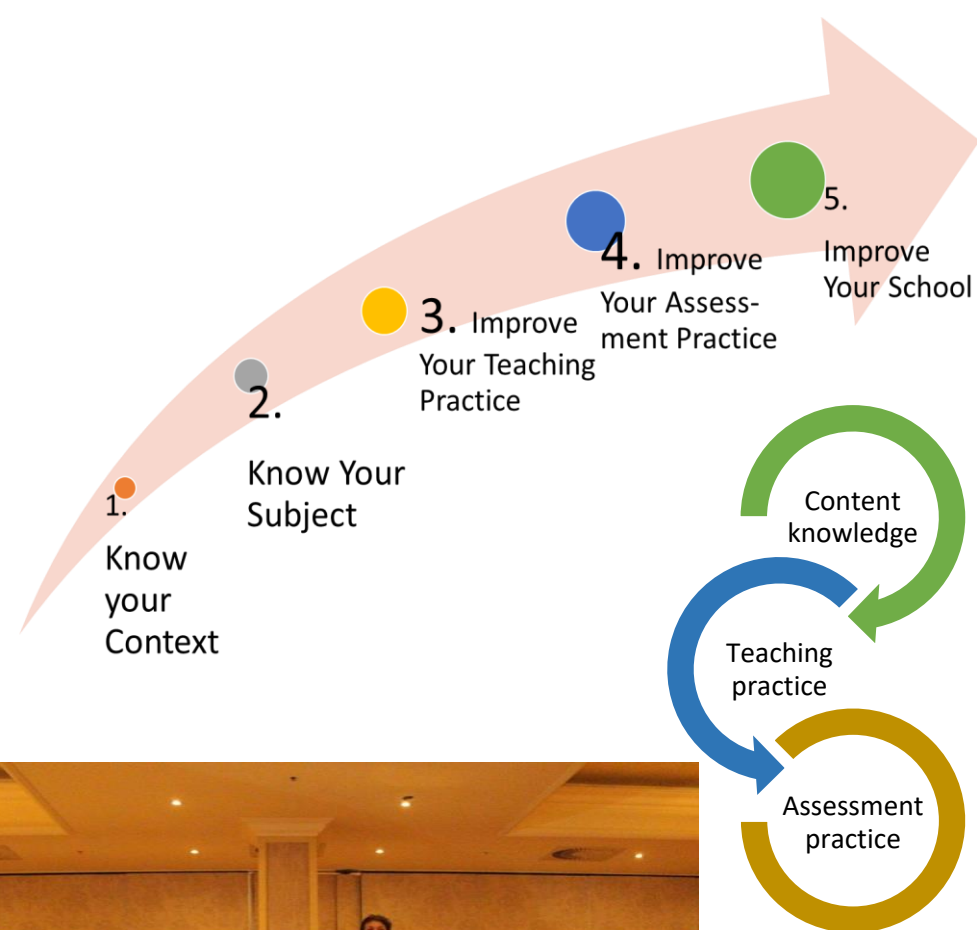
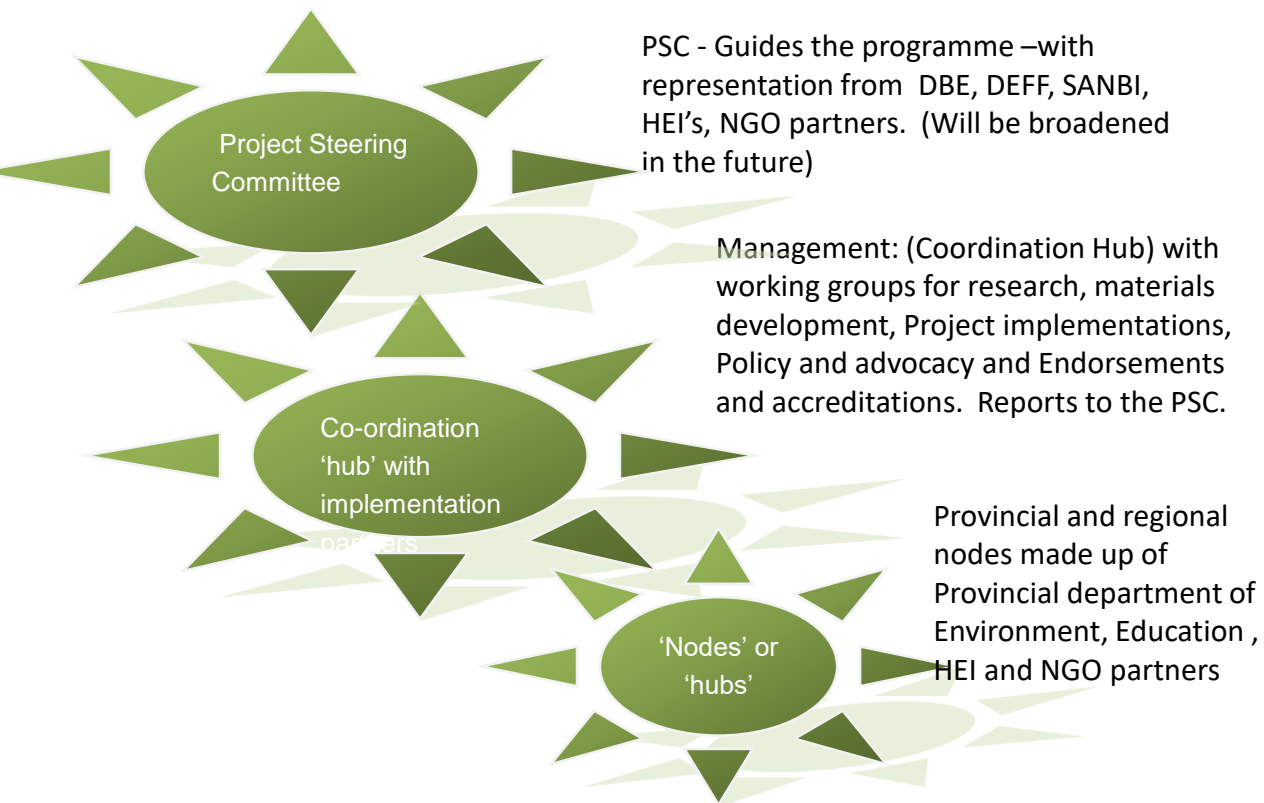
The strategies and plans indicated: ***‘foundations of environmental learning’ in South Africa required further attention if the environmental sector human capital development needs of the country are to be met within a longer-term sustainability paradigm.***

Objectives of the Fundisa for Change Programme



Fundisa for Change Programme was launched in collaboration with DEFF, DBE, Higher Education Institutions and NGO partners (2014)

“There is need for a strong national partnership to make environmental content knowledge available to the education and training system to fast-track the inclusion of new environmental content knowledge into the national system of education and training”, said Mabudafhasi (the then Deputy Minister of Water and Environmental Affairs



"The **instructional core** helps us identify the focus of improvement / change," Elmore (2008).

Key Learnings

Policy and Advocacy

- It is important to consider how we bring an “open process framework” to climate change education in South Africa to help all our subsectors to strengthen their work in teacher education and schooling.
- We need to create coherence and progression more intentionally in Policy around Climate Change Education. (Mitigation, adaptation, Disaster Risk Reduction, Resilience, justice, transitions perspectives).
- Important to have the coordination structure based nationally. A coordination hub should be able to work across the various ministry . Dialogue and conversations with concrete actions and plans is necessary to take the work forward.

Strengthening National System of Engagement

- Climate Change education requires a multi-sector response and cannot be adequately addressed by one Department alone. Partnerships are critical to support work on ESD and Climate Change Education. Shared resources, knowledge and experience are valuable contributions by the network (Songqwaru, 2019).
- Need to clearly identify what it is we want to scale in Climate Change Education and which Local country networks already exist.

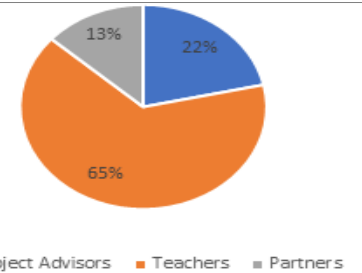
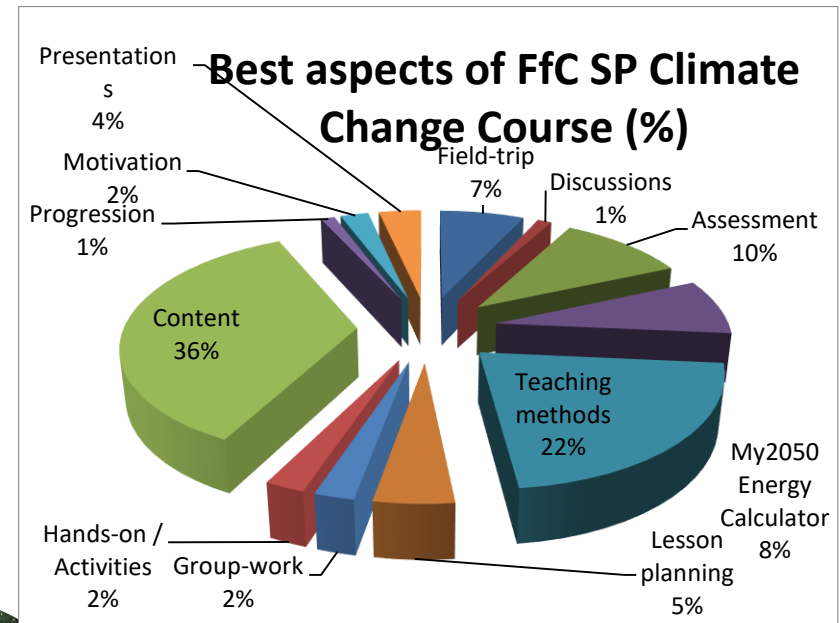
Capacity Development and Research:

- To work with inter or transdisciplinary approaches with disciplinary depth and insight.
- Need to create a culture of Climate Change education at the level of class, school and community levels which incorporate aspects transformative social learning processes of knowledge, justice, action within a Science, ethics and agency framework which contributes to change in regenerative cultures for the future. (Lotz-Sisitka, 2020).
- *We need to understand the ecologies of teachers' practices ... not only technical, but also social, structural, emotional and more*



Key achievements

- 13 Materials were developed.
- Materials were successfully piloted in all nine provinces with subject advisors, teachers and partners.
- 12 Masters thesis and 3 Phd's were completed related to the programme – explored the interactions at the level of the classrooms.
- Currently we are capturing these into a book for wider circulation and learning.
- The programme is linked to the Continuous Professional Development (CPD) system of teacher education.
- Evidence of the materials and models supporting Pre-service and in-service training of teachers.
- Fundisa for change Programme has been able to catalyse other projects to deepen teaching and learning for Climate Change Education nationally, provincially and locally.
- **Keep it Cool: Climate Change Education Project**
Objective: To utilise the education sector as a strategic resource in South Africa's transition towards a more climate resilient society.
- Currently this project is being implemented by VVOB and Green Matter in partnership with Fundisa for Change and funded by the Flanders Government.



Learn about...
the evolving planet, earth systems and climate change, energy and carbon dioxide.

Using the Fundisa for Change teacher education materials, the programme supports Grade 7-9 teachers to understand and translate the key concepts associated with earth systems and climate change for their learners. Teachers also learn to use new teaching methods such as modeling and investigation, and how to assess aspects of Natural Science learning.

For more information visit
fundisaforchange.co.za