



# NaDEET Coastal EE/ESD baseline survey report 2019



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## Executive Summary

Education is globally recognized as one of the enablers in achieving the United Nations' Sustainable Development Goals (SDGs). Namibia is signatory to both the Sustainable Development Goals and the Global Education 2030 Agenda. The Namib Desert Environmental Education Trust (NaDEET) provides environmental education (EE) to Namibians since 2003 and as part of the growth strategy in Namibia, the organization is opening an environmental education centre in Swakopmund. As part of identifying the current trends in EE or Education for Sustainable Development (ESD) in Swakopmund and the surrounding areas, a baseline of environmental education activities and programmes was conducted.

The various existing environmental education programmes and activities in the coastal towns of Erongo region were analyzed. This report contains findings about the different types of activities and topics offered by environmental education service providers, as well as the types of activities and programmes that schools are engaged in. This report provides both qualitative and quantitative data, the challenges faced environmental education service providers and schools in accomplishing their targets in environmental education, and the gaps that exist within the field of environmental education at the central coastal area of Namibia.

The key findings are that although there is ESD participation by schools in the coastal towns, but there is also low diversity in the type of EE/ESD activities that schools participate in, this is due to their own budget limitations and the types of activities offered by EE/ESD service providers in the region. Findings also show that EE/ESD service providers in the coastal area of the Erongo region provide little coverage of some EE/ESD topics such as water and energy. The study recommends for EE/ESD at the coast to focus on improving diversity of topics, continuous and accessible programmes, improved commitment within school structures and training of teachers to create ambassadorship for the environment.

## Introduction

The Namib Desert Environmental Education Trust (NaDEET) is a non-profit, Namibian trust established in 2003. The aim of the organisation is to provide environmental education for Namibians, to address relevant environmental issues through hands-on experiential learning. At the core of NaDEET's programmes is NaDEET Centre located on the NamibRand Nature Reserve in Namibia's southern Hardap Region. Children and adult participants learn first-hand about sustainable living, biodiversity and the balance between humans and the environment at the Centre. NaDEET's environmental literacy and new NaDEET Urban Sustainability Centre complement NaDEET Centre's activities and expand its reach nationwide. The hands-on approach that NaDEET uses empowers participants with skills and knowledge to use natural resources in a sustainable way, this is in line with a whole system approach to achieving the global Sustainable Development Goals (SDGs) and Education 2030 Agenda. For this unique approach to implementing Education for Sustainable Development at NaDEET Centre on NamibRand Nature Reserve, NaDEET was awarded the prestigious UNESCO-Japan Prize on Education for Sustainable Development as one of the global laureates in 2018.

In line with NaDEET's strategic plan to upscale its activities to a wider segment of the population, NaDEET has started the development of an EE/ESD Centre in Swakopmund since 2018. The NaDEET Urban Sustainability Centre has since reached the end of the first phase of the development allowing

for pilot EE/ESD programmes to take place at the Centre from the middle of 2018. The Urban Coastal EE/ESD Baseline Survey is conducted based on the following needs:

- Establish the current ESD activities that are taking place in the coastal towns of Erongo region as well as the ESD activities that schools in the area are undertaking.
- To identify the gaps and challenges that schools and EE/ESD service providers face in this area.
- Fulfil donor requirements for Bread for the World (BfdW) who are funding the development of the Urban Centre to first establish a baseline of EE/ESD activities in the area to be able to monitor change in the future.

The study will guide NaDEET's Urban Centre to develop a cross-cutting approach to providing Centre-based EE/ESD programme that suits the needs of the coastal community based on the findings of the baseline survey. The study will also serve as a foundation on which future impact of NaDEET's work in the coastal region can be measured against.

Environmental Education (EE) and Education for Sustainable Development (ESD) are used interchangeably in Namibia due to the historical development of the two fields. It has been used as EE/ESD in the upcoming National EE/ESD Policy document. For the purposes of this study, we will use EE/ESD to represent the activities and programmes that will be reported on.

To conduct this survey, official permission<sup>1</sup> was obtained from the office of the Executive Director in the Ministry of Education, Arts and Culture after consultation and support from the Erongo Regional Director of Education was received. Information collected by the survey from schools and ESD service providers was obtained in confidence as some of the aspects of the study contained confidential information and the outputs of the survey will not reveal such details.

### Limitations of the baseline survey

The baseline survey was conducted from February to May 2019 by three NaDEET staff members who visited different schools and institutions to establish the state of ESD activities that are taking place in the central coastal towns of Erongo region. This survey was strictly limited to ESD service providers and schools, it did not reach other groups, such as youth and community groups, which may also implement ESD activities in their organizations. As a baseline, this survey did not extensively acquire in-depth information about the activities that were reported either by schools and ESD service providers. This report will not significantly report on the classroom curriculum implementation, tours and lesson plans as the study did not sufficiently get to observe and assess the implementation of these aspects.

## Survey methodology

### Identifying EE/ESD stakeholders

The survey identified different EE/ESD stakeholder groups and selected two key groups (schools and EE/ESD service providers) to be the focus groups of the study to make the survey manageable.

### *Schools*

As a primary stakeholder of EE/ESD, schools are the primary focus of most EE/ESD initiatives and policies. Through the Erongo Regional Director of Education, the survey was approved to interview

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<sup>1</sup> See approval letter from Ministry of Education, Arts & Culture in Appendix 1

schools within the school circuits of Swakopmund and Walvis Bay. Towns included in these circuits are Arandis, Henties Bay, Swakopmund and Walvis Bay. Permission was obtained in writing from the office of the Executive Director in the Ministry of Education, Arts & Culture further stating the relevance of the study to the schools and to the ministry. Schools were then included in the survey based on their size (number of learners enrolled), school phases offered (grade levels taught at the school) and the distance from Swakopmund. There is a total of 77 registered schools in the Erongo region that is divided up in three circuits; Omaruru (n=28), Swakopmund (n=27) and Walvis Bay (n=22). The survey focused on 49 schools in the Swakopmund and Walvis Bay circuits. Based on the selection criteria of schools, 11 schools were omitted from the survey. 10 of the schools were omitted due to size (less than 150 learners) and 1 due to the distance from Swakopmund<sup>2</sup>.

### *EE/ESD Service providers*

Service providers in the scope of this study are institutions or individuals that provide programmes and/ or activities that are based on or have a component of Environmental Education or Education for Sustainable Development. A list of EE/ESD service providers was created based on an initial survey done by NaDEET in 2015, as well as based on the recommendations given by other EE/ESD service providers interviewed. The study initially identified 27 EE/ESD service providers in the towns or surrounding areas of Arandis, Henties Bay, Swakopmund and Walvis Bay. Nineteen (70%) of these service providers completed the survey.

### *Data Collection*

The research team responsible for the data collection consisted of the following three NaDEET staff Mr. Panduleni Haindongo, Environmental Educator and Communications Officer, Ms. Sarry Kalumbu, Environmental Educator, and Ms. Laura Alhassan, Namibian University of Science and Technology (NUST) student intern.

For each of the stakeholder groups, a survey questionnaire<sup>3</sup> was developed. The questionnaires contained both close-ended and open-ended questions focusing on the general information, EE/ESD programmes and activities, as well as, challenges and limitations to EE/ESD. For each stakeholder, an appointment was set-up for the interview in advance to allow preparation and for the most appropriate individuals to answer the surveys. Interviews were set up as much as possible to align interviews with schools and EE/ESD service providers to reduce travelling time and costs.

For each interview, an audio recorder was used, if permitted by the individuals/organizations being interviewed, and a camera was used to capture photos of EE/ESD infrastructures and activity materials during the site visit.

All data that was collected was entered into a spreadsheet for data analysis and interpretation. Furthermore, data were coded to convert qualitative data into coded data that could be used for further statistical analysis. The output from the excel spreadsheet was interpreted and explained as findings of the survey.

A school ranking system was developed to rank how each school will rank on the basis of their EE/ESD activities and facilities, the ranking is based on the categories:

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<sup>2</sup> Brandberg Primary School in Uis is 200km from Swakopmund

<sup>3</sup> See School ESD Survey Questionnaire and ESD Service Providers Questionnaire in Appendix 1

- EE/ESD awareness such as displays and posters around the school
- Waste management aspects such as compost and recycling efforts or facilities at school
- Water management aspects such as water monitoring and water-saving measures in place
- Garden presence and function at the school based on the state of the vegetable garden at the school
- Schoolyard focused on the presence of trees and the natural environment of the school
- Energy component focusing on the use of renewable energy and energy monitoring at school

This ranking system allowed for schools to score points between 0 - 150 depending on the state of EE/ESD facilities and efforts into implementing EE/ESD into the school environment. The school ranking system provided a basis for analyzing other variables of the study to be weighed against although not all analysis was done based on the environmental rating system.

### *Schools*

Twenty-seven (71%) schools were interviewed or completed a survey questionnaire from a possible 38 schools in the Swakopmund and Walvis Bay Circuits representing Arandis, Henties Bay, Swakopmund and Walvis Bay. Schools in the circuit were interviewed in the period between March and May 2019, whereby no interviews were conducted during the April school holidays. Schools that did not take part in the survey either did not respond to the request for an interview or they did not honour the agreed interview times. The cutoff date for interviewing schools was the end of May and data collection for the survey ended to allow the next phase of the survey to start.

### *EE/ESD Service Providers*

The 19 EE/ESD service providers were interviewed between March and April 2019, which was the cutoff time to complete the surveys. Potential respondents that did not respond to the survey either didn't honour the set appointment, did not complete the questionnaires as agreed or identified themselves as not being EE/ESD service providers. Participants in the interviewed EE/ESD category include; private companies and institutions, non-governmental organizations, institutions of higher learning, and local and national government.

## Survey findings

### Analysis of findings

#### **Correlations analysis**

Correlations were analyzed between the different factors to determine the strength of a relationship between the different variable factors. These analyses were done between the following variables:

- Environmental rating **vs** Number of years principal at school  
There is a negative correlation between environmental rating and number of years a principal has been at a school,  $r=-0.003$
- Environmental rating **vs** School size  
There is a negative correlation between environmental rating and school size,  $r=-0.291$

- Environmental rating **vs** School hostels

There is a negative correlation between environmental rating and school hostels,  $r=-0.174$

- Environmental rating **vs** Environmental clubs

There is a positive correlation between environmental rating and environmental clubs,  $r=0.446$

- Environmental rating **vs** Environmental Coordinator

There is a positive correlation between environmental rating and environmental coordinator,  $r=0.035$ .

- School hostel **vs** No. activities at school

There is a negative correlation between school hostels and number of EE/ESD activities at school,  $r=0.156$

From the environmental ratings of the schools, schools could score a maximum of 150 points based on their performances in the fields of awareness, energy, garden, schoolyard, waste and water. The ratings indicated that the highest score recorded was 88 and the lowest was 14. Schools generally scored a combined number of points per category such as schoolyard (513 points), waste (272 points) and water (263 points) sections with the schoolyard ranking the highest. This indicate that most schools had trees and playgrounds and natural areas for teaching in the schoolyards. For waste scoring was based on the recycling receptacles and waste bins found at schools and the state of these facilities as well as, the presence of compost bins at school.

The sections of awareness (72 points), garden (72 points) performed poorly as most schools did not have weather stations and had poor or no EE/ESD displays at their schools for EE/ESD awareness. Although schools have garden areas, the state of the gardens were not productive enough to earn high ratings for the schools. The lowest ranking section was the energy section (7 points) as only 2 schools had energy monitoring systems implemented at their schools and no schools had solar energy at their schools.

<b>Performance of All Schools in Environmental Rating</b>		
<b>Topics</b>	<b>Total Points</b>	<b>Mean</b>
Awareness	72	2.67
Energy	7	0.26
Garden	72	2.67
Schoolyard	513	19.0
Waste	272	10.07
Water	263	9.74

## Discussion

The findings of the survey are interpreted as datasets of the school survey data analysis or the EE/ESD service providers. This section will discuss the findings from the respective surveys and will further discuss the linkages between the two stakeholders.

### School types

School ownership in Namibia varies from government-owned, semi-government and private schools. The schools interviewed in this survey were mainly government schools (24) with a few private schools (3). Most of the schools interviewed are located in town distributed across different zones ranging from the central business district to residential and informal areas, with an exception of one school that is located in a small village settlement.

### School transport

Although there is no significant relationship between the environmental rating of schools and if school owns any type of transport (P-value 0.931), schools have cited that it is an important factor in their EE/ESD activities. Transport determines the places where schools can go for EE/ESD activities and also the size of groups and frequency which schools can take to participate in EE/ESD activities that are out of school. Out of all schools interviewed, 54% have access to transportation (6 schools have a school bus and 9 schools have a combi or minibus), and 46% (13 schools) have no means of school transport and have to outsource transport. Transport also remains a challenge to schools with vehicles, as they have minimal funding to cover fuel and running costs. The survey did not ask to establish if schools are provided with transport by EE/ESD service providers and service providers were also not asked if they provide transport.

### School EE/ESD policies

The study researched the existence of EE/ESD policies and found that many schools responded that they had EE/ESD policies in place, but could not attach a copy as proof of the documents. Out of all the schools surveyed, only 3 produced their EE/ESD policies. However, upon inspection, these were not actual environmental policies, but rather a set of school rules<sup>4</sup> that included an aspect of EE/ESD and not a complete policy focused on EE/ESD.

The study can, therefore, conclude from the information gathered that none of the schools interviewed currently have a fully comprehensive EE/ESD policies developed.

### School EE/ESD activities

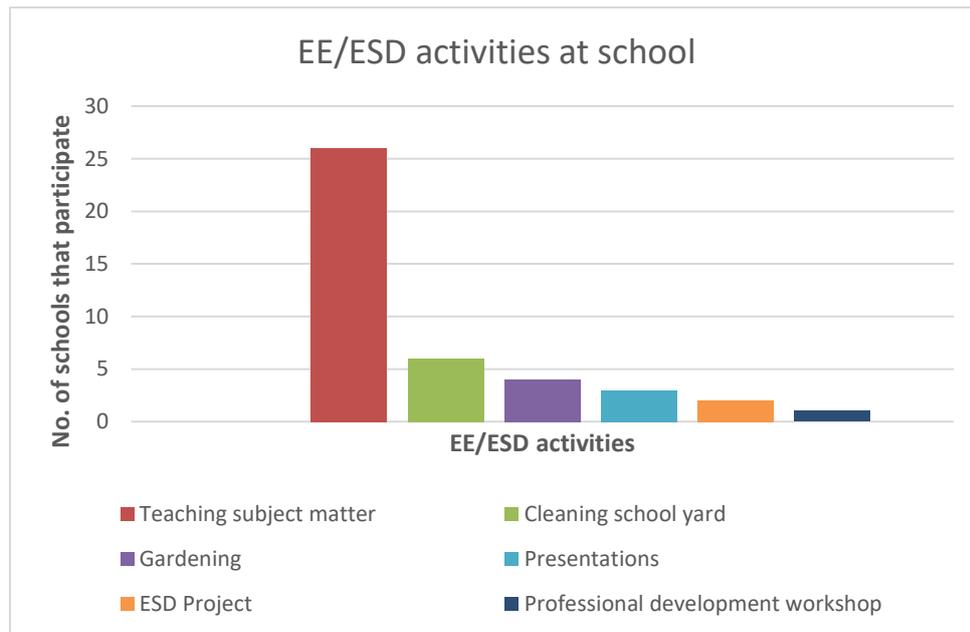
Participation of schools in different EE/ESD activities was surveyed based on whether the activity takes place within the school grounds or at a place outside the school grounds. Another aspect that was surveyed is also the budget allocation and funding of EE/ESD activities across the school. A total of 13 schools indicated that they have a budget for EE/ESD activities in their school budget and 14 schools were not or did not have any budget for EE/ESD activities incorporated in their school budgets. The sources of income for the school EE/ESD budgets are parent contributions, school Universal Primary Education fund, sponsorships, as well as, fundraising events that generate money for schools EE/ESD budgets. This indicates that EE/ESD is not a high priority in most schools, as there are not enough funds for all the school needs and EE/ESD in most cases is not allocated a budget. Although close to 50% of schools have an EE/ESD school budget, these budgets are not adequate to cover for an EE/ESD activity for the whole school and these budgets are boosted by sponsorships or fundraising activities to fund EE/ESD activities such as excursions. Results from the school activities still indicate that schools generally have few EE/ESD activities.

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<sup>4</sup> See an example of a school EE/ESD policy attached in Appendix 2

EE/ESD uses different approaches to develop competencies thus there are various activities that are undertaken by schools to teach different EE/ESD competencies at schools.

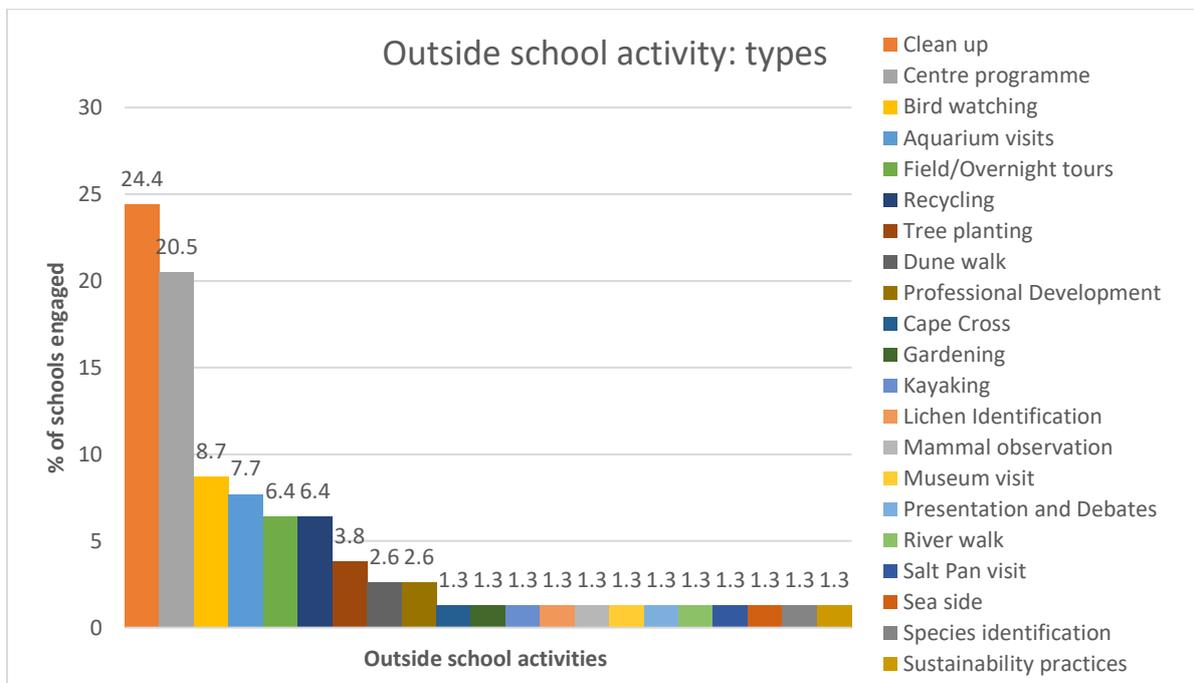
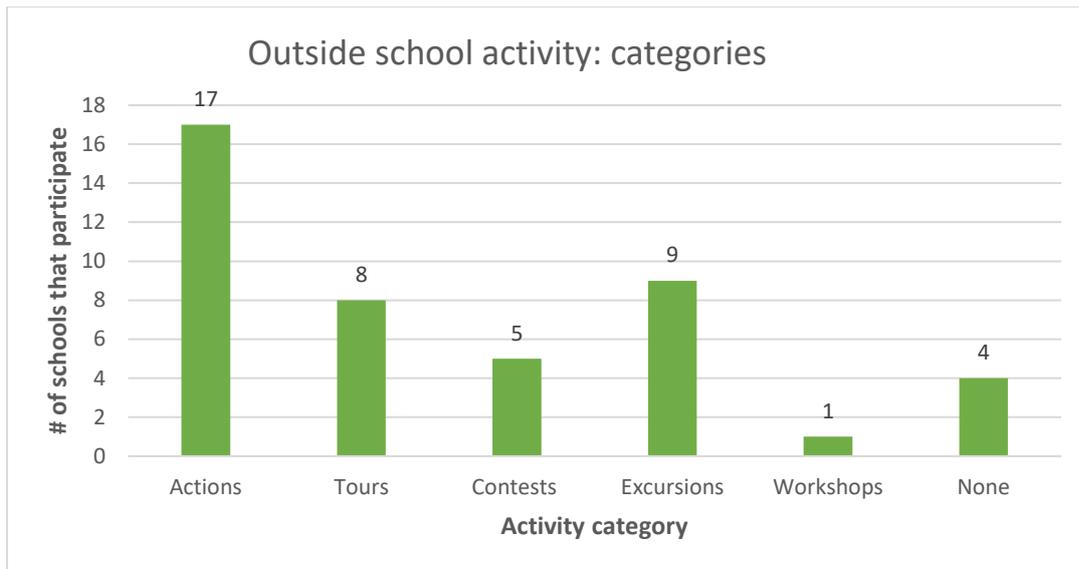
The findings from the survey indicate that teachers are aware of the inclusion of EE/ESD in the Namibian National School Curriculum at all levels and it is the most common method of implementing EE/ESD at schools. Evaluation of the implementation of EE/ESD in the curriculum is beyond the scope of this survey. Clean-up campaigns and gardening are the most notable actions that are done as outdoor EE/ESD activities at schools, but there are limited number of critical thinking and long-term EE/ESD projects and activities at schools.



Although there was no significant difference in the environmental ratings of the schools with environmental clubs compared to schools with environmental clubs, it was evident from the number of activities that schools with environmental clubs tend to have more EE/ESD activities. This can be attributed to the activity of EE/ESD activities that environmental clubs conduct independently or activities that the club coordinates at the school, this makes environmental clubs important tools to increasing EE/ESD activities at schools.

### EE/ESD activities outside school

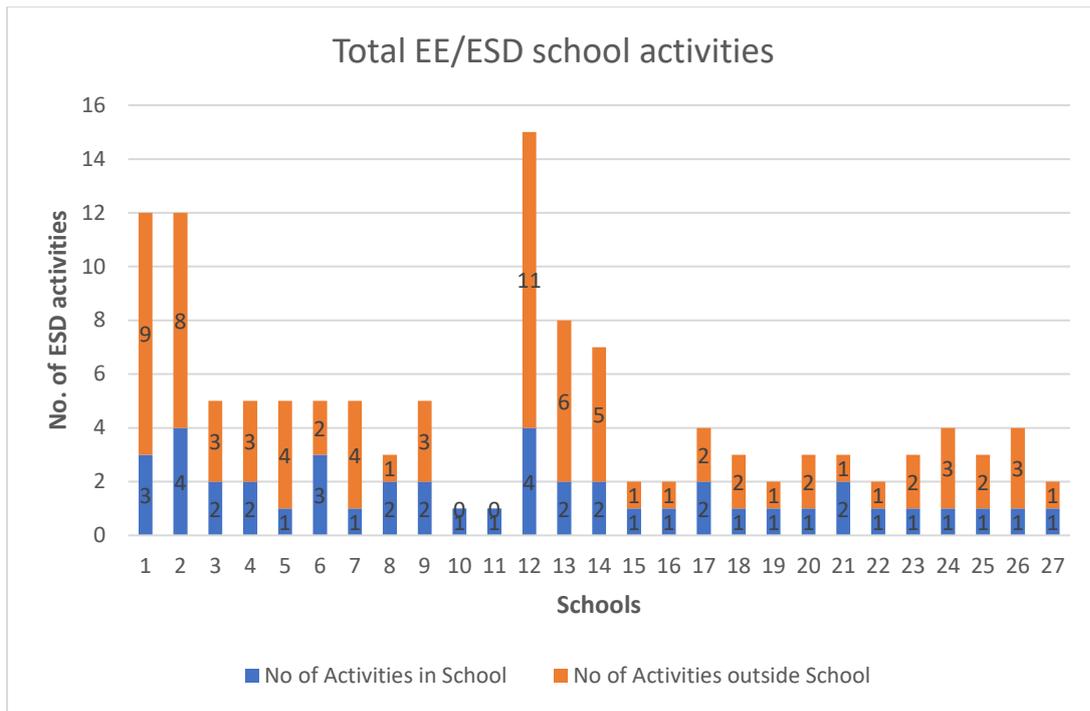
EE/ESD activities outside the school are mainly bookings or invitations that schools get to participate in outside school activities or events organized by an EE/ESD service provider. These outings were mainly dominated by action-based activities such as clean-up campaigns and tree planting, but also excursion and tours to take part in EE/ESD programmes at various EE/ESD centres. The graph below indicates the percentage of each individual EE/ESD activity that schools have recorded outside their school environment.



The graph above clearly indicates that direct action activities are highly driven up by clean-up campaigns (24.4 %) compared to tree planting (3.8%). Centre programmes also constitute a high percentage of EE/ESD activities by schools (20.5%) which indicates that schools are interested in EE/ESD centre programmes. The table below indicates which EE/ESD centres and service providers schools reported to have visited in this survey.

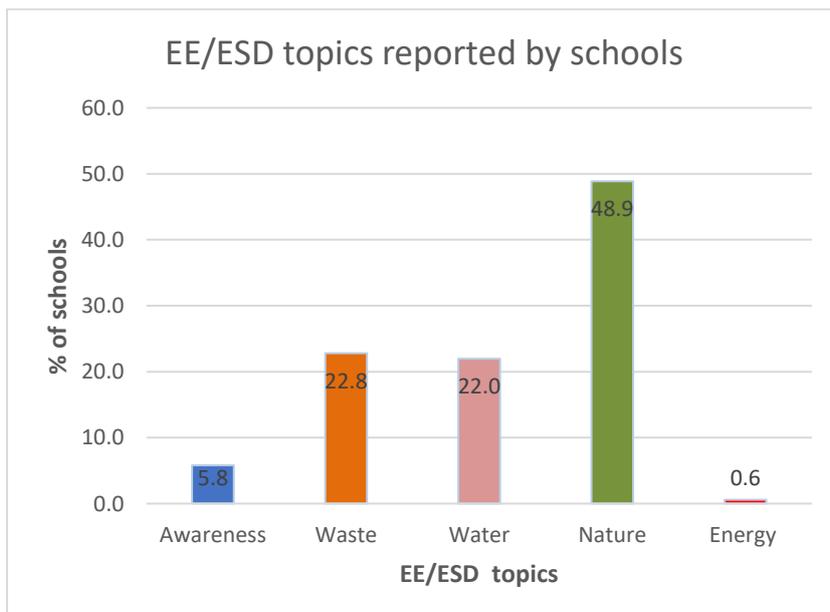
Region	Centre/place	Surveyed (Y/N)	Comment if not surveyed	# of schools that visited
Erongo	Brandberg	No	No EE/ESD operator	2
	Dolphin project	Yes		1
	Gobabeb	Yes		5
	Henties bay Municipality	Yes		2
	Lichen fields	No	No EE/ESD operator	1
	Ministry of Fisheries and Marine Resources	Yes		2
	NACOMA	No	Project closed	3
	NaDEET Swakopmund	No	We did not survey ourselves	2
	Swakopmund Municipality	Yes		1
	School surroundings	No	No EE/ESD operator	3
	Vier Kandt Klif	No	No EE/ESD operator	1
	Walvis Bay Municipality	Yes		4
	Swakopmund Museum	Yes		3
	Swakop river farms	Yes		1
	Urban garden project	No	EE/ESD operator unclear	1
	Rossing mine	No	No EE/ESD operator (mining company)	1
	Kuiseb river	No	No EE/ESD operator	1
Otjondjupa	Cheetah Conservation Fund	No	Not in the scope of the survey	1
	Okonjima/AFRICAT	No	Not in the scope of the survey	4
	Okatjikona EE Centre	No	Not in the scope of the survey	2
Kunene	Rare & Endangered Species Trust	No	Not in the scope of the survey	1
	Twyfelfontien	No	Not in the scope of the survey	1
Hardap	NaDEET Centre	Yes	Not in the scope of the survey	1
Oshikoto	Namutoni EE Centre	No	Not in the scope of the survey	2
National	NEEN conference	No	Not in the scope of the survey	1
	Recycle Namibia Forum	No	Not in the scope of the survey	2

Although schools from Erongo region travelled to other regions to get some EE/ESD services there is a high number (68%) of EE/ESD activities that were conducted within the region, however, this does not indicate a high number of participation of schools in EE/ESD activities. The graph below indicates that there is a low number of EE/ESD activities per school as only 3 schools (2 private and 1 government schools) had reported more than 10 different EE/ESD activities, this indicates the number of EE/ESD activities that the school engages in excluding the implementation of EE/ESD in the curriculum. The graph further shows that few EE/ESD activities take place at schools compared to the activities that take place out of the school environment. The trend of low activities at schools also creates a low diversity in the different type of EE/ESD activities at schools as most schools just implement EE/ESD through mandatory teaching through the curriculum. This then is most likely focused on knowledge of environmental issues, but does not address the necessity to change environmental behaviours which is an essential component of ESD.



#### EE/ESD Topics covered by schools

Based on the activities that schools were engaged and invited to participate in, the activities were categorized into main topics as indicated in the graphs below. The topic of Awareness includes activities that created awareness about various topics ranging from the environment to social aspects and sustainable practices. The Nature category includes all the nature tours and excursions, educational activities about biodiversity and nature walks etc. Water and Energy topics are specifically covering the individual topics to a certain detail.



The graph above indicates that most activities cover the nature topic indicating that there is a high focus on biodiversity by most of the EE/ESD service providers. Waste is the second-highest topic that

schools are taught as part of EE/ESD and the results are evident by the amount of action guided towards clean-up campaigns and recycling competitions within and beyond the school environment. Water is also better addressed, but there was little evidence compared to waste that schools are aware of water management and water-saving strategies, as very few schools monitored their water usage or had clear water-saving methods visible during the school visits. There is a very limited amount of information taught about the topic of energy and little awareness is found in the schools on measures to conserve energy around the schools. In comparison to other topics, there are no displays or information guides in the schools that promoted the responsible use of energy or displays of energy conservation at light switches and topics such as water have such displays at taps and washing sinks at different schools.

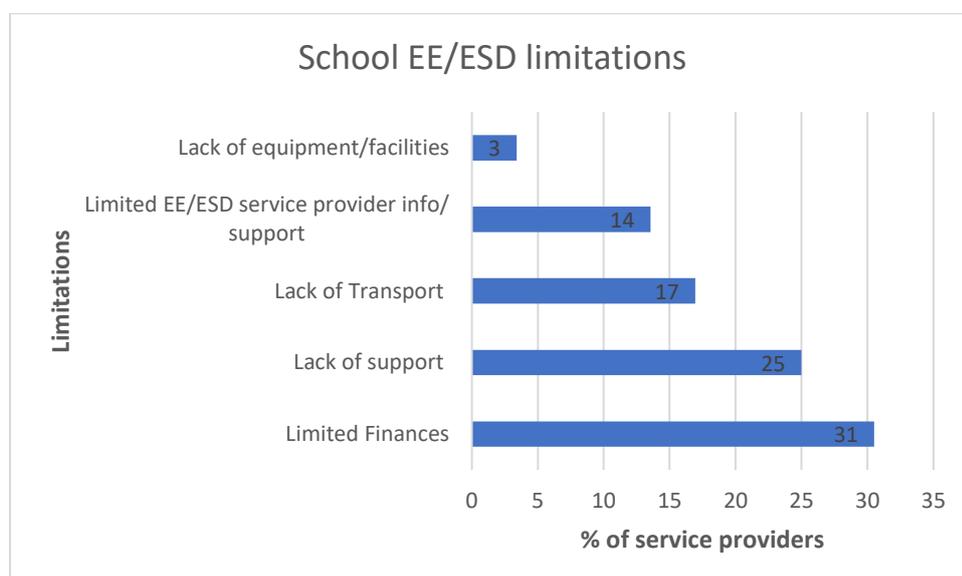
### Limitations of schools to implement EE/ESD

There is generally low participation and engagement of schools in EE/ESD activities as indicated by the graph above. This study established the limitations that schools face in achieving their EE/ESD targets. Although some schools indicated that they have a budget for EE/ESD activities, limited finances were the main challenge cited by most schools, followed by a lack of transport. These two limitations are key in determining the type of EE/ESD activities that schools conduct or participate in.

The lack of facilities and equipment limits the type of EE/ESD activities that schools can implement. The state of EE/ESD facilities indicates that schools need to be shown the intrinsic long-term value of effort and investment into the maintenance and upkeep of EE/ESD facilities. Schools need to be empowered to act to improve their school grounds and facilities to make them more EE/ESD user-friendly and improve the quality of education.

Some schools also indicated a lack of support from parents. This represents an opportunity for EE/ESD providers to inform and educate parents about EE/ESD by directly addressing them via school meetings for example.

Schools also stated that there is a lack of information about the available activity options from EE/ESD service providers in the Erongo region and elsewhere in Namibia. This shows that there is a need for more awareness and promotion by EE/ESD service providers to schools to engage school children in EE/ESD activities.

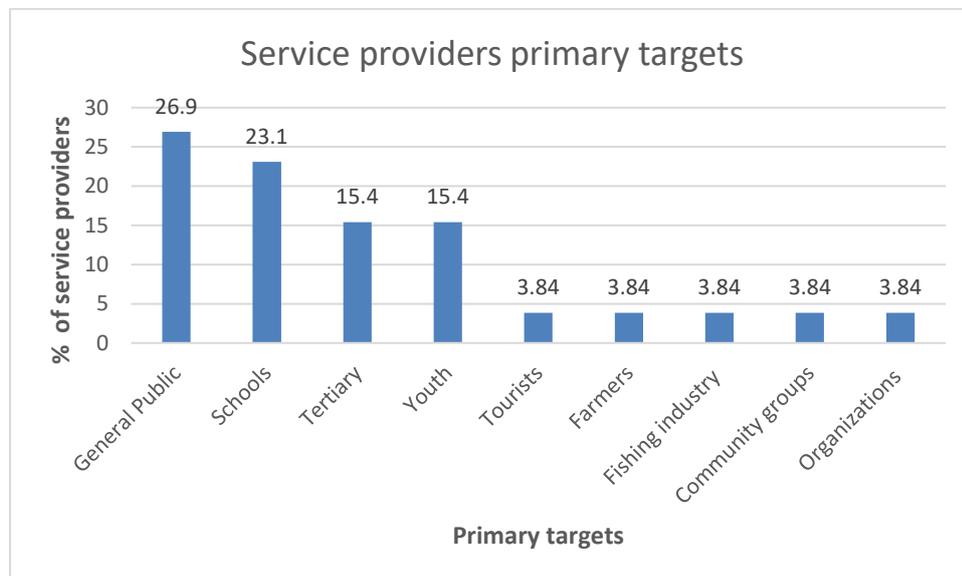


This finding represents an area of opportunity for EE/ESD providers. Schools would benefit from EE/ESD activities that help support the development of, or a culture of maintenance and upkeep of, school grounds/facilities that are EE/ESD-friendly.

### EE/ESD Service Providers

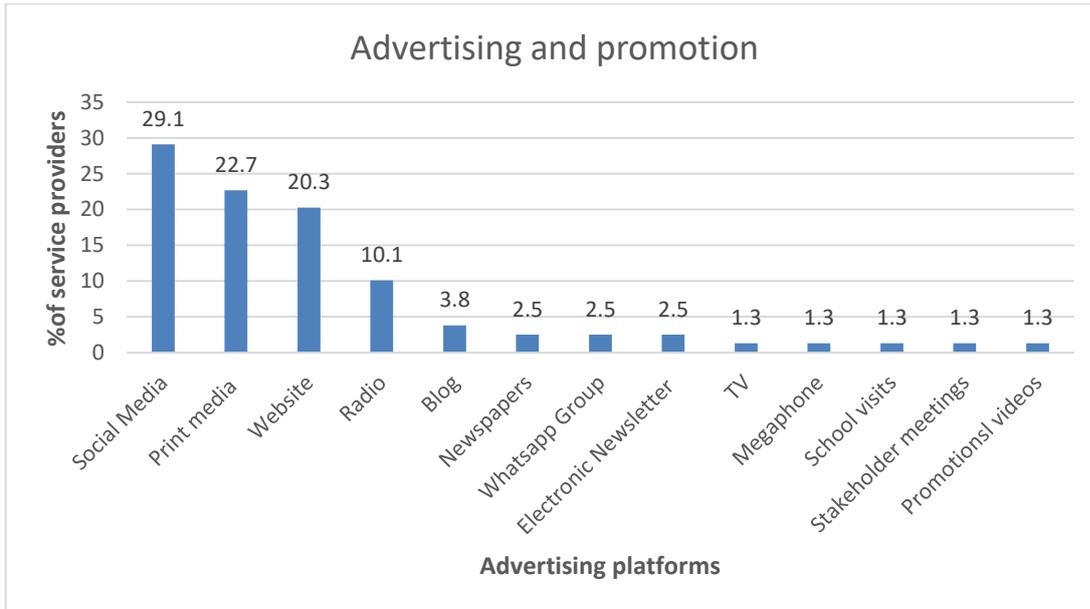
Out of the identified and recommended 27 EE/ESD service providers, 19 were successfully interviewed and they were from the various sectors such as businesses (n=1), government organizations (n=7), municipalities (n=4), non-governmental organizations (n=7), projects (n=5) and tour operators (n=3). This represents the diversity of sectors that are accelerating local efforts to increase awareness and develop competencies in EE/ESD across different spheres of society. Most of the EE/ESD service providers surveyed are from Swakopmund (59%), Walvis Bay (26%) with the rest being from Henties Bay (7%), Arandis (4%) and some located out of town (3%).

The graph below indicates the intended participants of the programmes by offered by the EE/ESD service providers whereby the general public is the main participants of most EE/ESD programmes as 26.9% of all programmes targeted this category. Schools and the youth are also highly targeted by such EE/ESD programmes and activities, this is evident from the number of EE/ESD activities that schools have participated in through invitations from EE/ESD service providers. This may also have to do with the fact that it is relatively easy to invite a school group as it is already an organized group as compared to community members.

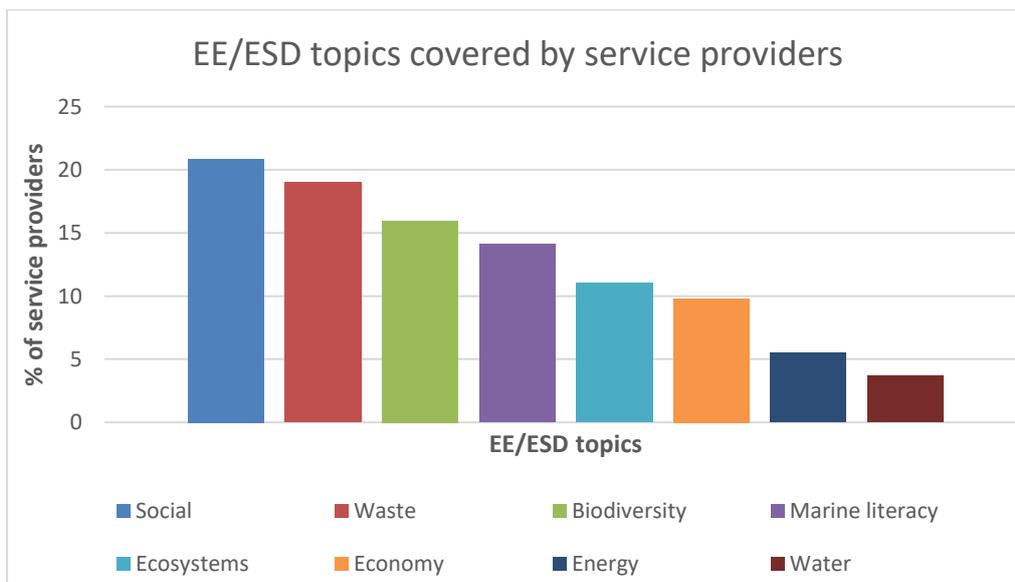


### Advertising and promotion of EE/ESD Programmes & Activities

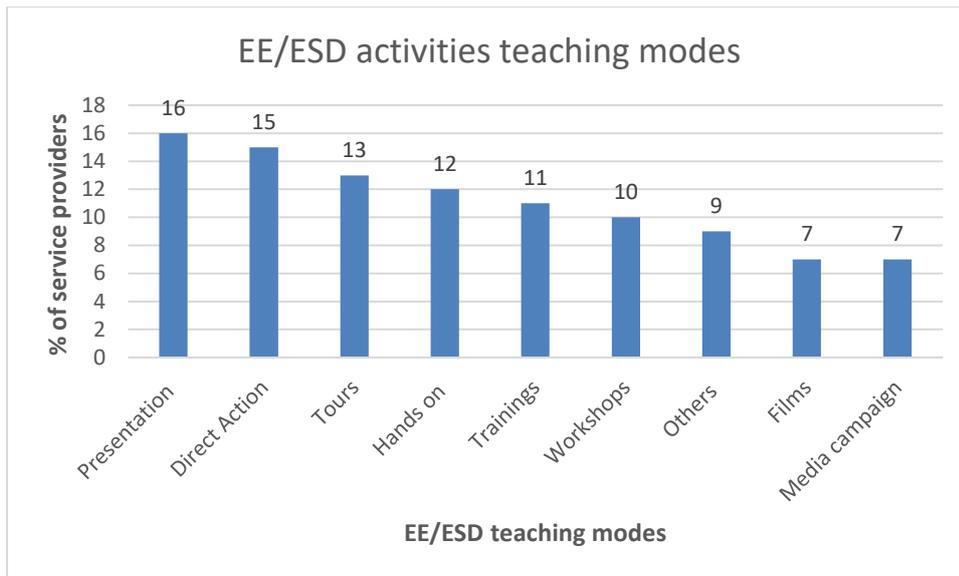
The three common methods of advertising and promotion used by service providers are social media, print media and websites, while other methods such as radio, newspaper and school visits are less preferred. But as schools indicated, there is a need for better advertising and marketing as they reported a lack of EE/ESD information thereby highlighting a gap.



The study also identified the different EE/ESD topics covered by service providers as indicated in the graph below.

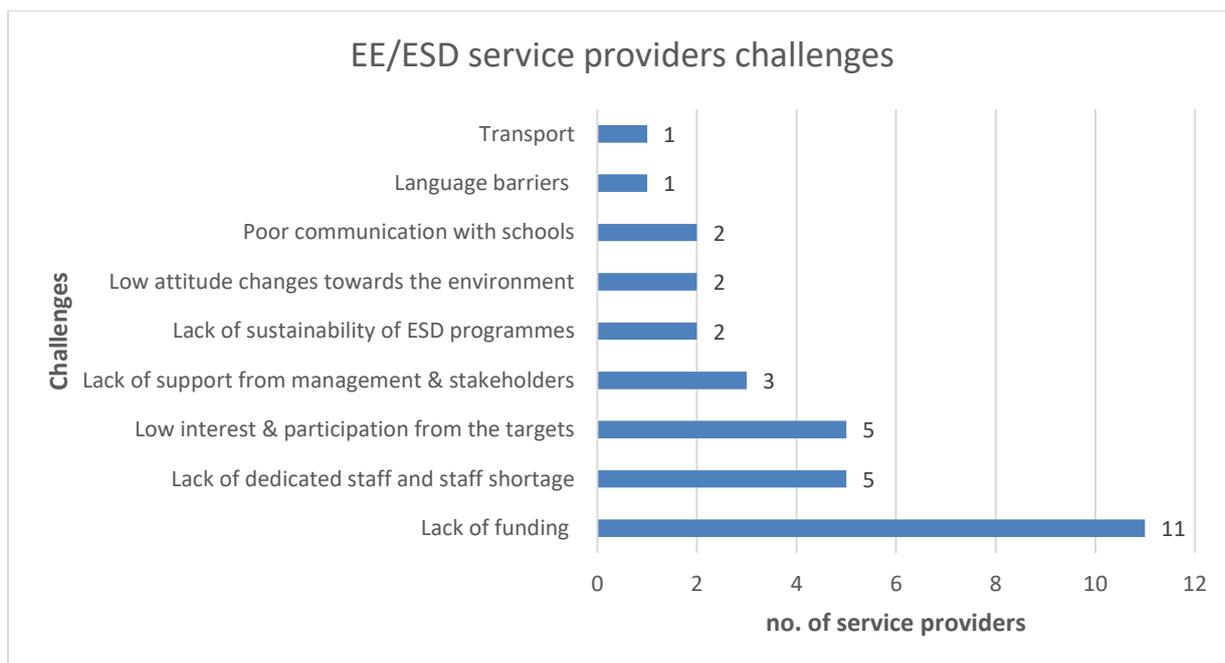


Social issues such as arts & crafts, human rights, and health awareness combined to form the highest EE/ESD topic on the social sphere. But individual topics such as waste and biodiversity were some of the commonly offered topics by EE/ESD service providers through activities such as clean-up campaigns and tree planting. These topics of waste and biodiversity also form some of the highest recorded activities from schools EE/ESD activities. As the study is of the coastal region, marine literacy was given its own topic, but would otherwise be categorized under biodiversity. Topics that receive the least coverage are those of energy and water which considering the water and energy needs of Namibia should be receiving more coverage, this prompts a need for coverage of these topics to be increased.



The delivery methods of most EE/ESD programmes included presentations which are the most common followed by direct action towards the environment such as clean-ups, tours are the third common method used by the service providers. Other methods of delivering EE/ESD activities and programmes include training and workshops, as well as, films and media campaigns. These various teaching modes have varying durations ranging from 1-2 hours to multi-day programmes. most EE/ESD activities are half-day programmes with fewer multiday programmes.

The costs of EE/ESD programmes and activities varied across the different service providers with an exception for some programmes offered by service providers in the tourism sector that can be considered unaffordable to schools (N\$ 1600 per person). Whilst some programmes are free, other programmes are offered at a discounted price as learners and schools have subsidized prices varying between N\$ 5-30/person. Although these prices do not include other costs such as transport and refreshments for the participants, most EE/ESD programmes and activities are subsidized to be free or affordable to schools. The lack of funding and sponsorship of these such activities is a key factor in maintaining EE/ESD programmes long-term sustainability.



EE/ESD service providers face a set of challenges mainly the lack of funding to implement planned EE/ESD programmes/activities, as well as, staff shortages and low interest and responses from the public in the EE/ESD programmes that are offered. Some challenges to EE/ESD such as the lack of sustainability in EE/ESD programmes and the perceived lack of attitude change of the public towards the environment suggest that the delivery of EE/ESD programmes/activities can be improved to be more effective in motivating the public and increasing their interest in ESD topics. Some service providers also noted poor communication and language barriers as challenges that impede them from achieving their goals.

### EE/ESD Gaps Identified

- **Accessibility of EE/ESD programmes** - Most schools have less than 6 EE/ESD activities reported in the last 3 years, either at school or outside school. EE/ESD service providers need to develop and better market affordable programmes for more schools to participate in, to develop an interest in EE/ESD. There is a need for reliable and affordable transport.
- **Appointment of School Environmental Coordinators** - Schools need to appoint environmental coordinators to facilitate EE/ESD participation at the school and beyond the schools. EE/ESD providers should assist schools to train and value the role of environmental coordinators at schools.
- **Continuous EE/ESD programmes** - The duration of most EE/ESD activities offered by ESD service providers is no longer than a week and hence this approach needs to be replaced by a long-term and continuous EE/ESD programme to develop ambassadors and real interest amongst schools and teachers.
- **Diversify EE/ESD topics coverage** - the study identified that crucial EE/ESD topics such as water and energy have a low coverage from EE/ESD service providers and few activities incorporate these topics. These topics are vital to achieving the SDGs and must be incorporated in programmes to support sustainable lifestyles in the urban context.

- **School outreach to promote EE/ESD** - Outreach needs to be done to schools to promote EE/ESD and the different EE/ESD initiative available to schools. Currently, the main advertising and promotion platforms such as social media and websites are not directly targeting schools and teachers who are key audiences for EE/ESD.
- **Training & awareness of teachers on EE/ESD** - Teachers need training on incorporating EE/ESD activities in their subjects to achieve the SDGs.
- **Training schools on EE/ESD policies** - Schools training and guidance on how to develop and implement EE/ESD policies at the school level. Currently, few schools have written EE/ESD policies and many are not implementing basic EE/ESD practices at schools, such as water and energy conservation in the school environment.
- **Promote and develop active environmental clubs** - Schools with environmental clubs tend to offer more EE/ESD activities than a school without such a club. Schools should be guided and encouraged to form and maintain environmental clubs at schools to maintain high EE/ESD-related practices.

## Conclusion

To achieve the objectives of the Sustainable Development Goals and the Education 2030 Agenda, EE/ESD activities in the coastal town of Erongo region must increase the quality and the quantity of EE/ESD programmes that are currently offered. Findings from this survey indicate that there is ESD participation by schools in the coastal towns, but there is also low diversity in the type of EE/ESD activities that schools engage in, due to their own budget limitations and the types of activities offered by EE/ESD service providers in the region. The study can further conclude that EE/ESD service providers in the coastal area of the Erongo region provide little coverage of water and energy topics, which leads to low awareness and limited action in these topic areas. Although most schools participate in some action-based EE/ESD activities, these are mostly clean-up campaigns and are not initiated by the schools. The main barrier to EE/ESD in the study area is funding, suggesting the need for the opportunity to develop low-cost EE/ESD initiatives to address low participation and increase coverage of neglected EE/ESD topics. This can be achieved using a hands-on learning approach to EE/ESD is an approach that NaDEET has successfully implemented to increase the quality of ESD programmes to make them more interactive and relatable to participants.

## Recommendations for improving the survey

Based on the findings and data needs that have arisen during the data analysis and the interpretation of the survey the following changes are recommended for future follow-up studies to improve the data quality.

School survey:

- Assess additional aspects of the schoolyard such as murals and outdoor posters.
- Assess classrooms for posters, artwork displays, recycling and the presence of other ESD initiatives.
- Assess the types of garden produce the school harvests, and whether the school garden supplies food to the learners.
- Assess the types of transportation methods used by learners and teachers to travel to school

- Determine if the school has a feeding programme and who benefits from it as well as the type of food served and the energy source used to prepare it.
- Determine if the school has a weather station, including the working condition of it and its purpose.
- Add a section specifically on climate change within one of the sections such as energy
- Add a section that better surveys the implementation of EE/ESD in the curriculum

ESD Service provider survey:

- Determine if EE/ESD service providers offer transport for schools/groups to attend programmes.
- Request statistics on the number of participants.
- Observe and rate EE/ESD service providers facilities for sustainability measures (i.e., does the service provider have energy efficient lightbulbs, water saving, recycling etc.)



REPUBLIC OF NAMIBIA

**MINISTRY OF EDUCATION, ARTS AND CULTURE**

Tel: (061) 2933276  
Fax: (061) 2933922  
Enquiries: Loide Kapenda  
Email: Loide.Kapenda@moe.gov.na

Luther Street, Govt. Office Park  
P/Bag 13186  
WINDHOEK

TO: Ms Victoria Keding  
Director  
NaDEET

Dear Ms Keding

**SUBJECT: PERMISSION TO CONDUCT RESEARCH IN HARDAP AND ERONGO REGIONS**

Your letter with the above subject was received and your request to conduct research and interview at schools in Erongo and Hardap region has a blessing of our office. The Ministry of Education, Arts and Culture would need to be informed in the form of the report submission after the completion of this research.

The Directors of the regions where this activity will take place are informed by copy of this letter. Your team should report to the offices of the Directors before the commencement of the research.

The Ministry wish you well in your endeavor to complete this activity.

Yours Sincerely,

  
Sanet L. Steenkamp  
EXECUTIVE DIRECTOR



CC: 1. Director of Education Arts and Culture: Erongo Region  
2. Director of Education, Arts and Culture: Hardap Region

*All official correspondences should be addressed to the Executive Director*

Appendix 2

Completed by: \_\_\_\_\_

EE\ESD Coastal School Survey

Section 1: School Information	
School Name	
Town	Region
Circuit Name	School Phone Number
School Email Address	
Locality <input type="checkbox"/> CBD <input type="checkbox"/> Residential <input type="checkbox"/> Informal <input type="checkbox"/> Other: _____	
School Type <input type="checkbox"/> Government <input type="checkbox"/> Private <input type="checkbox"/> Semi-Private	
Your Name	Your Position at School
Your Email Address	
Principal Name	Number of Years Principal at School _____
Number of Staff      Management _____      Head of Department _____      Teachers _____      Institutional _____	
Total Number of Learners _____	Grades Taught <input type="checkbox"/> Pre-Prim <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11/12
Own School transport <input type="checkbox"/> Bus <input type="checkbox"/> Combi <input type="checkbox"/> Car <input type="checkbox"/> Other: _____ <input type="checkbox"/> None	
School hostel <input type="checkbox"/> yes <input type="checkbox"/> no	

Section 2: Environmental Education (EE) /Education for Sustainable Development (ESD) Funding and Policy	
2.1 Have you ever heard of EE or ESD?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure
2.2 If yes, please define.	

**2.3 Does your school have a “school policy”?**

Yes       No       Unsure

**2.4 If yes, does it include points regarding the environment or ESD or SD? Please describe or attach a copy of the policy and return with this form.**

**2.5 Does your school have a budget for EE/ESD school activities?**

Yes       No       Unsure

**2.6 If yes, fill in amount**

Per year \_\_\_\_\_

Per term \_\_\_\_\_

Per learner \_\_\_\_\_

**2.7 Who funds the school budget for EE/ESD activities?**

**2.8 Do learners pay for EE/ESD activities in which they are involved?**

Yes       No       Unsure

**2.9 If yes, please explain.**

**2.10 Which teachers are involved with EE/ESD activities?**

Classroom/Registered Teachers  
How many teachers? \_\_\_\_\_

Subject Area Teachers  
How many teachers? \_\_\_\_\_  
Please list subject areas:

**2.11 Are other staff involved with EE/ESD activities?**

**If yes, please describe which staff members are involved.**

Yes       No       Unsure

**2.12 Are parents involved with EE/ESD activities?**

Yes       No       Unsure

**Section 3: EE/ESD Activities Outside of School**

**3.1 In the last three years, has your school taken part in ESD activities at locations other than at school? If yes, please describe the activities in the space below.**

**If the programme was specifically designed for teachers, please write “teacher” instead of the grade of the learners.**

**Please add additional pages if necessary.**

Activity	Organization or Location	Total # of Learners	Grade(s) of Learners	How often? <i>(Daily, Weekly, Monthly, Per Term, Yearly)</i>	Booking or Invitation?
					<input type="checkbox"/> Booking <input type="checkbox"/> Invitation
					<input type="checkbox"/> Booking <input type="checkbox"/> Invitation
					<input type="checkbox"/> Booking <input type="checkbox"/> Invitation
					<input type="checkbox"/> Booking <input type="checkbox"/> Invitation
					<input type="checkbox"/> Booking <input type="checkbox"/> Invitation
					<input type="checkbox"/> Booking <input type="checkbox"/> Invitation
					<input type="checkbox"/> Booking <input type="checkbox"/> Invitation
					<input type="checkbox"/> Booking <input type="checkbox"/> Invitation
					<input type="checkbox"/> Booking <input type="checkbox"/> Invitation

**Section 4: EE/ESD Activities at School**

**4.1 How do you feel environmental education, a cross-curricular topic, is implemented in the school? Please give examples from different classrooms and phases.**

**4.2 For each activity described on the previous above, please provide more detail about which students participate and how often the activity occurs.**

**Please add additional pages if necessary.**

<b>Activity</b>	<b>Total # of Learners</b>	<b>Grade(s) of Learners</b>	<b>How often? <i>(Daily, Weekly, Monthly, Per Term, Yearly)</i></b>

4.3 Does your school have an appointed environmental or sustainability coordinator?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
4.4 Does your school have an Environmental or Sustainability Club?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure
4.5 If yes, how many learners participate in the club? _____		4.6 In what year did the club form? _____		
4.7 How often does the club meet? _____	4.8 Grades of Participants	<input type="checkbox"/> Pre-Prim	<input type="checkbox"/> 1	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
		<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
		<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11/12
4.9 What teacher or adult supervises the club?				
4.10 Please list the activities that the environmental club is engaged in.				
4.11 Does your school observe any of the following special days? Check all that apply and explain how the school observes each.		<input type="checkbox"/> International Coastal Clean Up Day  <input type="checkbox"/> World Water Day  <input type="checkbox"/> World Environment Day  <input type="checkbox"/> Other		

### Section 5: Future EE/ESD Plans

5.1 What are your limitations in terms of offering EE/ESD activities to your learners?
5.2 What are your hopes and concerns for the future, regarding EE/ESD activities in your school?
5.3 Have you ever heard of the Namib Desert Environmental Education Trust (NaDEET)? Yes <input type="checkbox"/> No <input type="checkbox"/>

5.4 If yes, briefly explain how and what you believe NaDEET offers.

5.5 Have you ever heard of the Namibian Environmental Education Network (NEEN)? Yes  No

5.6 If yes, briefly explain how and what you believe NEEN offers.

### Section 6: School Facilities and Grounds

6.1 Which of the following is present at your school? Check all that apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Posted Environmental Policy   | <input type="checkbox"/> Flower/Native Plant Garden        |
| <input type="checkbox"/> EE/ESD Displays or Posters    | <input type="checkbox"/> Vegetable Garden                  |
| <input type="checkbox"/> Roster for Cleaning           | <input type="checkbox"/> Natural Area                      |
| <input type="checkbox"/> Recycling Receptacles         | <input type="checkbox"/> Outdoor Teaching Area             |
| <input type="checkbox"/> Waste Bins                    | <input type="checkbox"/> Playground                        |
| <input type="checkbox"/> Compost Bin                   | <input type="checkbox"/> Trees                             |
| <input type="checkbox"/> No waste management           |  |
| <input type="checkbox"/> Indoor Water Tap(s)           | <input type="checkbox"/> Weather Station                   |
| <input type="checkbox"/> Outdoor Water Tap(s)          | <input type="checkbox"/> Solar Panels                      |
| <input type="checkbox"/> Water Monitoring              | <input type="checkbox"/> Energy Saving Displays or Posters |
| <input type="checkbox"/> Water Collection              | <input type="checkbox"/> Energy Monitoring                 |
| <input type="checkbox"/> Dripping Indoor Water Tap(s)  | <input type="checkbox"/> Broken Window                     |
| <input type="checkbox"/> Dripping Outdoor Water Tap(s) |  |
| <input type="checkbox"/> Broken Water Pipe             |  |

**Section7: Observations and Photographs  
To Be Completed By NaDEET Staff Only**

	<b>Image Number(s)</b>	<b>Notes</b>	<b>Present</b>	<b>Not Present</b>
EE/ESD Displays or Posters				
Roster for Cleaning				
Recycling Receptacles				
Waste Bins				
Compost Bin				
Indoor Water Tap(s)				
Outdoor Water Tap(s)				
Water Monitoring				
Water Collection				
Dripping Tap(s)				
Broken Water Pipe				
Flower/Native Plant Garden				
Vegetable Garden				
Natural Area				
Outdoor Teaching Area				
Playground				
Trees				
Weather Station				
Solar Panels				
Energy Saving Displays or Posters				
Energy Monitoring				
Broken Windows				

# EE/ESD in the Urban Coastal Environment Survey

NaDEET Staff Name:

Date:

Please answer this questionnaire by reflecting on the past 3-5 years of the organization.

## Section 1 General Info

1.1 Name of organization:

1.2 Town:

Completed by:

1.3 Type of organization (Please cross)

<b>Business</b>	<input type="checkbox"/>
-----------------	--------------------------

<b>Government</b>	<input type="checkbox"/>
-------------------	--------------------------

<b>Municipality</b>	<input type="checkbox"/>
---------------------	--------------------------

<b>Project</b>	<input type="checkbox"/>
----------------	--------------------------

<b>NGO</b>	<input type="checkbox"/>
------------	--------------------------

1.4 How long have you been operating?

< 1 year	<input type="checkbox"/>
----------	--------------------------

<5 years	<input type="checkbox"/>
----------	--------------------------

10 years <	<input type="checkbox"/>
------------	--------------------------

1.5 What is the mission of your organization?

---

---

1.6 Do you consider yourself as an EE/ESD service provider? Cross

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

1.6.1 Motivate the answer selected above.

---

---

1.7 Who are the primary targets of your programmes/activities?

---

---

1.8 What is the overall response of your target groups to your programmes/activities?

---

---

1.9 How do you know that your programme is well received or not?

---

---

1.10 What type of advertising and promotion platforms do you use for your programmes/activities?

Promotional Activity	X	Briefly describe
Print Media (e.g. brochures)		
Social Media (e.g. Facebook)		
Online adverts		
Website		
Blogs		
Television		
Radio		
Others		

## Section 2 programme setup and participation

For each of the different programmes you offer, fill in the details of each programme on an individual page.

### 2.1 What programmes/activities do you offer?

Programme name \_\_\_\_\_

Type of activities?	X	Briefly describe the activity
Direct environmental action (e.g. clean-up campaign)		
Films		
Hands-on activities		
Media campaign		
Presentations		
Tours (e.g. desert tours, boat trips)		
Trainings		
Workshops		
Others		

### 2.2 Topics covered: (Cross next to all topics covered and fill in any additional topics at the end of the table)

Topics covered	X	Topics covered	X
Agriculture		Indigenous knowledge	
Arts & crafts		Marine literacy	
Biodiversity conservation		Policy & legislation	
Coastal awareness		Pollution	
Community development		Transport	
Desertification		Unsustainable consumption	
Ecosystem services		Waste management	
Energy & renewable energy		Water scarcity	
Gender equality		Others	
Health awareness		Others	
Human rights		Others	

### 2.3 What facilities do you have to run your programme/activity?

Please cross according to the facility and ownership of the programme or activity mentioned above

Facility	Ownership				
	Own centre	Rent	Collaboration	Mobile equipment	None
Activity areas					
Auditorium					
Classroom					
Display area					
Hall					
Training room					
Others					

2.4 What are the primary learning objectives of your programme/ activities? Select the top 3.

Attitudes		Awareness		Behaviours		Knowledge		Recreation		Skills	
Values		Others									

2.5 What is the duration of your programme/activity?

1-2 hours		Half day		Full day		Multi-day	
-----------	--	----------	--	----------	--	-----------	--

2.6 For the programme/activity mentioned above, what is the cost Per Person or Per Group?

---

2.7 How do participants arrange to take part in the programme/activity? Cross the right answer or fill in at others.

Bookings		Invitations		Walk-ins		Other...
----------	--	-------------	--	----------	--	----------

2.8 What provision do you have for groups or individuals that cannot afford your prices?

---

2.9 Indicate the type of visitors that participate in the programme/activity rank them according to the frequency of their participation.

Age groups	Rank	Local	National	International
Pre-primary				
Lower Primary (grade 1-3)				
Upper primary (grade 4-7)				
Secondary (grade 8-12)				
Tertiary				
Youth				
Adults				
Senior citizens				

**Any other comments on this programme:**

### Section 3 Overall cost, funding and staff

3.1 Do you get requests to provide your services to communities or other organised groups who can't afford your charges? (Cross the answer)

Yes		No	
-----	--	----	--

3.1.1 If yes, what do you do with such request?

---

3.2 How do you fund your operations? (Cross at the applicable answer/answers)

Self-funded		External Funding		Participant Funded		Others...	
-------------	--	------------------	--	--------------------	--	-----------	--

3.3 What is your estimate operational budget in N\$? (Please cross the applicable answer)

<10 000		<50 000		50,000+	
---------	--	---------	--	---------	--

3.4 How many staff members do you have? (Cross out the applicable answers)

Type of Employee	Number
Full-time	
Part-time	
Volunteer	

3.5 What are your two main challenges in running your activities/ programmes?

1 \_\_\_\_\_

2 \_\_\_\_\_

3.6 What gaps do you see in your area of operation?

1 \_\_\_\_\_

2 \_\_\_\_\_

3.7 What partnership opportunities do you see in your field?

1 \_\_\_\_\_

2 \_\_\_\_\_

3.8 What are your future operation plans?

1 \_\_\_\_\_

2 \_\_\_\_\_

This survey is being conducted by NaDEET to establish a baseline of EE/ESD activities in the coastal towns of Erongo region. Thank you for your time and feedback. For more information, contact Pandu Haindongo on email: [swakop@nadeet.org](mailto:swakop@nadeet.org) or cell: 0813578853

## Appendix 3

### List of EE/ESD obtained by the survey

#### **PLAYGROUND / RULES FOR BREAKS**

No learner is allowed in the corridors/classrooms during breaks. If a learner needs to stay in the building due to illness, a doctor's letter is needed to state the case. Supervision will be arranged.

- All learners must remain on the playground area.
- All learners must obtain permission from a playground supervisor to re-enter the building.
- All learners will avoid tough games including: tackle football, wrestling, etc.
- All learners will be respectful of playground supervisors and other children.
- All learners will use appropriate language, manners and behavior.
- Learners will not throw rocks, sticks, or any other potentially dangerous objects.
- Learners will not carry or play with sticks or other potentially dangerous objects.

CATEGORY	EXAMPLES OF INFRACTIONS	ACTIONS
<p style="text-align: center;">A</p> <p>Minor. These behaviors are handled initially by the teacher or supervising teacher but are referred to the HOD if they become habitual.</p>	<p>A1. Inappropriate clothing.                      A2. Lateness (tardiness).                      A3. Making excessive noise.                      A4. Failure to complete assigned work.                      A5. Public display of affection.                      A6. Inappropriate hall and corridor behaviour.                      A7. Inappropriate language.                      A8. Teasing and / derogatory remarks.                      A9. Unprepared for class.                      A10. Littering failure to pick up litter in close proximity.                      A11. Non-attendance at mandatory school events.                      A12. Use or in possession of nuisance items/unapproved electronic devices during class instruction.                      A13. Disrespect of LRC/teachers.                      A14. Class disruptions.                      A15. Taking property of others without their permission.</p>	<p><b>Step 1</b></p> <ul style="list-style-type: none"> <li>•Verbal warning and reminding learner of the expected appropriate behaviours</li> <li>•Transgression form must be completed.</li> </ul> <p><b>Step 2</b></p> <ul style="list-style-type: none"> <li>•verbal warning and reminding learner of the expected appropriate behaviours.</li> <li>•consequences applied by teacher</li> </ul> <p><i>* In case of nuisance item immediate confiscation.</i></p> <p><b>Step 3</b></p> <ul style="list-style-type: none"> <li>•Refer to the Head of Department.</li> <li>Parent invited.</li> <li>Agreement entered into.</li> <li>•counsel the learner by CSG</li> </ul> <p><b>Step 4</b></p> <ul style="list-style-type: none"> <li>•move directly to step 1 of serious offences.</li> </ul>

7.1 ORDINARY OFFENCES – TYPE A (Minus 5 points per transgression)  
(First warning – 30 points)

LEARNER..... Per: ..... Day: ..... Date.....  
GRADE: .....

CODE	TRANSGRESSION	Tick off	CODE	TRANSGRESSION	Tick off
A1	Appearance (uniform / hair)		A14	Library books / equipment late	
A2	Books at home		A15	Littering	X
A3	Bunking of classes		A16	Not shaved	
A4	Climbing: through windows, over walls, onto roof		A17	Not walking in a line	
A5	Copy homework / lend homework for copying		A18	Other: .....	
A6	Disobeying instructions		A19	Outside school premises	
A7	Disrespectful towards: Teacher/LRC		A20	Picking a fight	
A8	Disruptive		A21	Spitting	
A9	Eat / drink in class		A22	Swearing	
A10	Failing a test		A23	Talking / playing / running in corridors	
A11	Homework not completed		A24	Tasks/projects not handed in on time	
A12	Late for class (5min)		A25	Cuddling/hugging/holding hands	
A13	Late for school		A26	Fighting (no blood)	

Name of Teacher: ..... Signature of Learner: .....

**WARNINGS:**

First warning: Learner and parent sign first warning. Learner sit detention

Second warning: Parent called in and sign second warning after guardian and parent discuss learner's conduct. Learner sit detention

Third warning: School Board Hearing: Parent and Learner sign final warning in front of the school board. Corrective steps to be taken by the School Board.