

Environmental Literacy

This category is for schools that are creative in promoting environmental education through the use of different forms of linguistic and /artistic expression (reading, speeches, debates and related activites).

Most Promising School

This category is for the school that participates in SEEP for the first time . The school must have attempted to implement all five Programme areas in their first year, but may have not succeeded to implement all the required activites.

Umholi (Leader)

This is for the best performing environmental educator and learner. The local forum member are to nominate an educator and a leaner using the nomination form provided. It refers to an educator and a learner with passion, dedication and who put more effort and display an outstanding and exceptional performance in the implementation of all SEEP Programme areas. There are two categories, namely, a category for the learner and a catagory for an educator.

Umsizi (Helper)

This category is for community pioneer, volunteers and parents with positive influence and who go an extra mile in enhancing support to the school in executing the environmental education activities. The school nominated this person using the nomination form provided. This category has two sections, namely a category for best volunteer and a category for best supporter. This category is for an institution based person / someone from the community who has done some extraordinary in promoting environmental education.

Special Category

This category is for an institution based person or someone from the community who has done something extraordinary in support of the SEEP Programme.

Resource School

It is a school that has successfully managed to sustain all five programme areas and mentored other schools. The school should be involved in community projects, have participated, organized and/or initiated environmental special projects. The school should have been in SEEP for at least five consecutive years and have achieved at least 3 Green School Awards. The school must have done atleast 10 projects per SEEP cycle.

FOR MORE INFORMATION CONTACT THE FOLLOWING DISTRICT OFFICES

HEAD OFFICE

Ms. L. Mathonsi 082 330 1983

AMAJUBA DISTRICT

Ms. Ntombifuthi Sibiya 083 322 1690

ETHEKWINI DISTRICT

Mrs. Hlophe 082 922 0275

HARRY GWALA DISTRICT

Ms. N. Gasa 081 421 9160

UGU DISTRICT

Mr. X. Biyela 082 461 9167

UMGUNGUNDLOVU DISTRICT

Mr. Andile Kunene 081 763 8512

UMKHANYAKUDE DISTRICT

Mrs. P. Gumbi 081 758 1403

UMZINYATHI DISTRICT

Ms. Dudu Sithole 081 321 6336

UTHUKELA DISTRICT

Mr. Bhekithemba Ndlovu 082 776 6299

KING CETSHWAYO DISTRICT

Mrs. N. Mkhwanazi 082 461 7670

ILEMBE DISTRICT

Mrs. R. Dewnrain 082 922 0461

ZULULAND DISTRICT

Mrs. P.L Dlomo 082 330 2052



KWAZULU-NATAL PROVINCE

ECONOMIC DEVELOPMENT, TOURISM
AND ENVIRONMENTAL AFFAIRS
REPUBLIC OF SOUTH AFRICA

ENVIRONMENTAL EMPOWERMENT MANAGEMENT SERVICES

SCHOOL ENVIRONMENTAL EDUCATION PROGRAMME



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BACKGROUND

The Environmental Empowerment Management Services is a Directorate under the Chief Directorate Environmental Empowerment Management under Programme 7. Its ultimate goal is to create an ideal situation where KZN's environments is well managed and capable of sustaining its people.

The component in the province is governed by the:

VISION

To Empower the citizens of KZN to participate in the environmental governance of their province.

MISSION

To provide and promote environmental Literacy, Education and Empowerment of KZN citizens so as to increase their awareness and concerns for environmental issues.

To assist in the knowledge, skills, values, and commitment to responsible development in their province.

Our Relationship with the Department of Education

The Department of Education in the province governs schools and the functioning thereof. Schools are integral part of any community as they shape, mold and capacitate people. The Department of Education has therefore been identified as one of the key partners for the following reasons: the Learners are the members of the society and have a great influence in what goes on in the community and educators have influential capability during and after school hours.



OBJECTIVES

- To intergrate education for sustainable development (ESD) into formal and non formal education structures.
- To promote learning for sustainable development in formal and non-formal education structures.
- To maximize and sustain partnership with stakeholders in ESD.
- To enhance the positive attitude toward sustainable environmental management.
- To acknowledge the effort of formal and non-formal education structures as well as other stakeholder in raising environmental awareness.

POTENTIAL BENEFITS OF SEEP

- To improve schools physical appearance.
- Exposure and participation in network of green schools.
- Extensive support from DEA and other relevant stakeholders.
- Provision of extensive environmental knowledge, skills and capacity to initiate fundraising.
- Build capacity amongst educators and learners on a environmental management aspects.



PROGRAMME OUTPUT

- Environmentally literate communities
- Cultural and heritage awareness
- Critical and creative thinkers
- Professionally developed individuals.
- Environmentally holistic development of formal and non-formal educational institutions.
- Environmentally responsible and responsive citizens.
- Developing green skills and entrepreneurship

PROGRAMME AREAS OF SEEP

- Healthy Environment
- Green Project's
- Culture, Outdoors and Education for Sustainable Development
- Science and Technology in Education for sustainable development
- Language in Education for Sustainable Development

SEEP CATEGORIES (SEEP C)

All participating schools to receive acknowledgement certificates provided they participated for the entire year.

GREEN SCHOOL

This a category for the best performing schools that will be able to implement all five Programme areas and initiate and sustain at least two projects or activities per Programme area in a period of a year. A minimum of ten projects should be implemented and monitored.

Schools which maintain their green status obtain a gold star (and green kit) each year they maintain or improve their performance. After 5 stars they get a platinum star and are allowed to progress on their own and become a resource school.

IGCEKE (YARD)

This category is for schools that have beautiful premises/ yards that promote a healthy and safe environment. There should be evidence that the yard is used as a resource for learning.

