

UNIVERSITY OF SWAZILANDINSTITUTE OF DISTANCE EDUCATIONSEMESTER 2 EXAMINATIONS – MAY 2018MARKING GUIDE

TITLE OF PAPER : ENVIRONMENTAL EDUCATION 2
COURSE CODE : IDE-BAE424
STUDENTS : B.ED (ADULT EDUCATION) IV
TIME ALLOWED : THREE (3) HOURS

INSTRUCTIONS : 1. ANSWER FOUR (4) QUESTIONS IN ALL.
2. EACH QUESTION CARRIES A TOTAL OF 25 MARKS.

SPECIAL REQUIREMENTS : NONE

THIS QUESTION PAPER SHOULD NOT BE OPENED UNTIL PERMISSION HAS BEEN GIVEN BY THE INVIGILATOR.

QUESTION 1

Environmental Education is a process in which individuals' gain awareness of their environment. Discuss the main components of Environmental Education. (25 Marks)

- Awareness and sensitivity to the environment and environmental challenges.
- Knowledge and understanding of the environment and environmental challenges
- Attitudes of concern for the environment and motivation to improve or maintain environmental quality
- Skills to identify and help resolve environmental challenges
- Participating to activities that lead to the resolution of environmental challenges

QUESTION 2

Critically discuss the core themes of environmental education. (25 Marks)

- Lifelong learning; the potential for learning about sustainability throughout one's life exists both within formal and non-formal educational settings.
- Interdisciplinary approaches
- Systems thinking
- Partnerships
- Multicultural perspectives
- Empowerment

QUESTION 3

The government of Swaziland through the Ministry of Education and Training has introduced the three types of Education; formal, non-formal and informal education. Compare the formal and non-formal education? (25 Marks)

| | Formal Education | Non-Formal Education |
|------------|--|--|
| Goal | to prepare for life, to maintain status quo, impersonal | to help with living now, to change society, personal |
| Content | fixed, compartmentalized | changing, integrated |
| Structure | selective entry, located in special institutions, terminal, divided into rigid sectors | open entry, located in the life site, continuing, it's organized (not) |
| Evaluation | self-assessing | validation by change |

QUESTION 4

Emmelin in UNESCO (1977) cited that classification of educational programmes according to personal needs is relevant to the fields of environmental education. Discuss the classification of educational programmes under the status of adult education. (25 Marks)

- Remedial education
- Education for vocational, technical and professional competence
- Education for Health, Welfare and Family Planning
- Education for Civic, Political and Community Competence
- Education for self fulfilment

QUESTION 5

Education institutions in Swaziland are involved in the promotion of environmental awareness. Discuss how any two of these institutions are involved in the promotion of environmental awareness. (25 Marks)

Primary and High Schools/Colleges and Universities

Organization of eco – clubs/environmental clubs/ UNIGEP

Environmental activities; commemorating environmental days e.g. earth hour, recycling, separating waste, covering dongas, planting trees / grass, environmental projects e.g. making plastic mats etc. , advertisement through different medias, environmental seminars/ meetings, advertisement through post cards and posters.

QUESTION 6

Critically discuss how environmental education support and promote the achievement of sustainable development goals (SDGs). (25 Marks)

- Promote of environmental awareness, sustainable, mitigation measures and well-being of human beings etc.
- **No Poverty**-end poverty in all its forms everywhere
- **Zero Hunger** - end hunger, achieve food security and improved nutrition and promote sustainable agriculture
- **Good Health and Wellbeing** - ensure healthy lives and promote well-being for all at all ages
- **Quality Education** - ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- **Gender Equality** -achieve gender equality and empower all women and girls
- **Clean Water and Sanitation** - ensure availability and sustainable management of water and sanitation for all
- **Affordable and Clean Energy**- ensure access to affordable, reliable, sustainable and modern energy for all
- **Decent Work and Economic Growth** - promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- **Industry Innovation and Infrastructure** - build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- **Reduce Inequality** - reduce inequality within and among countries
- **Sustainable cities and Communities** - make cities and human settlements inclusive, safe, resilient and sustainable
- **Responsible Consumption and Production** - ensure sustainable consumption and production patterns
- **Climate Action** - take urgent action to combat climate change and its impacts
- **Life below Water** - conserve and sustainably use the oceans, seas and marine resources for sustainable development
- **Life on Land** - protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
- **Peace Justice and Strong Institutions** - promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- **Partnership for the Goals** - strengthen the means of implementation and revitalize the global partnership for sustainable development