DECLARATION

I, Hellen Ntombifuthi Mkhwanazi declare that this research study is my own, unaided work. It is being submitted for the degree Magister in Education at the University of Johannesburg. This thesis has not been submitted before for any degree or examination at any other university.

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ABSTRACT

The Revised National Curriculum Statement (RNCS) aims to develop the full potential of each learner as a citizen of a democratic South Africa. It seeks to create a lifelong learner who is confident and independent, literate, numerate, and multi-skilled, compassionate, with a respect for the environment and the ability to participate in a society as a critical and active citizen (DoE, 2002:08). The aim of this study was to investigate educators’ views concerning the implementation of environmental education in the RNCS. It also seeks to identify difficulties/challenges, which they experience in implementing Environmental Education (EE) in line with the RNCS. The data was collected using qualitative techniques of lesson observations and focus groups interviews and the study was conducted in Mpumalanga province, Gert Sibande Region, with four schools in four different circuits. The findings indicate that most educators are happy about the new curriculum and the environment as an integral approach in the RNCS, but that they still need to learn more about dealing with the EE in the curriculum. It was found that educators are eager to learn, hence the majority indicated that they still need more workshops on environmental learning and RNCS. Based on the findings of this research, it is recommended that curriculum implementers and subject advisors take the leading role in ensuring that EE is well implemented in the RNCS. The main findings are that teachers are happy with EE in the RNCS, but that there is a need for support programmes for the RNCS and for the implementation of EE in the RNCS.