



One Planet SA

ANNUAL REPORT AUG – DEC 2021

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Overview

This year has been very exciting for the small one Planet SA team, as although we are now a newly founded NPC and NPO, we have over 25 years of collective Environmental Education experience in South Africa. The founding of One Planet SA has been a celebration of this and way to continue our valuable contribution to the climate crisis without having the burden of a large organization. In August 2021, One Planet SA registered officially with CIPIC and we received our NPC Number. We filed with SARS for our tax exemption which was and also applied for our NPO status from DSD which were granted just before the December holidays. As part of our NPO status we have appointed a board of 3 members and we meet bi-annually. Our meetings for this reporting period were in August when we were formalizing all the paperwork and then again in Feb 2022.

We have also set up a website www.oneplanet.org.za and are very visible on Social media too through

See <https://www.facebook.com/oneplanetsa> and instagram <https://www.instagram.com/oneplanetsa/>

Our financial year runs from Jan – Dec as this synchronizes best with our school-based interventions.

This report takes into consideration the work we did from Jan – Dec 2021 as that is how we report on our school achievements aligning with the school calendar. As such it should be noted that up until June 2021 these efforts were supported via the same funders but through the African Conservation Trust (ACT). Thereafter remaining funding was then transferred into the One Planet SA account.

We are immensely proud of our achievements for the 2021 year.

We collectively report on:

- The Global Search for Sustainable Schools Project (GSSS)
- The Solon Foundation school cluster
- The HCI Foundation school cluster

What is the One Planet Water Explorer (Global Search for Sustainable Schools) about

One Planet SA has a successfully implemented the International Water Explorer (WE) Programme in South Africa for 6 years and more recently has implemented the International UNEP Global Search for Sustainable Schools (GSSS) project in the country for the past 2 years. We focus on school and community through these international environmental education programmes, helping learners and teachers to develop an environmental ethic while tackling local environmental issues in their schools and communities.

THE ONE PLANET WATER EXPLORER/GSSS PROGRAMMES

ACHIEVEMENTS 2021

5390

from 13 schools received practical in classroom, environmental lessons



LEARNERS



181

Over 181 in-school support visits between 2-5 hrs each, were conducted



40

TEACHERS

were involved in the co-teaching of our lessons

The One planet Water Explorer/GSSS project has been supported by the aforementioned funders

Despite the disruption of the Covid 19 pandemic with a serious 2nd wave peaking in January and holding schools off from returning for another month for the start of the new school year, and, then a further 3rd wave in June locking schools down for another 2 weeks, we are very proud of the efforts and successes we have to report for 2021, and the also for the entire duration of this almost 2 year project.

For this reporting period (Jan – Dec) we have implemented 181, one-on-one support schools support visits which have involved a total of 5390 learners. All 7 up-scale projects of the GSSS have also been completed. We have been active on our One Planet Water Explorer Facebook and Instagram accounts as well as featuring schools as much as possible through newspaper channels and have participated in the International UNESCO DESD Conference in Berlin in May 2021, representing the International GSSS Programme.

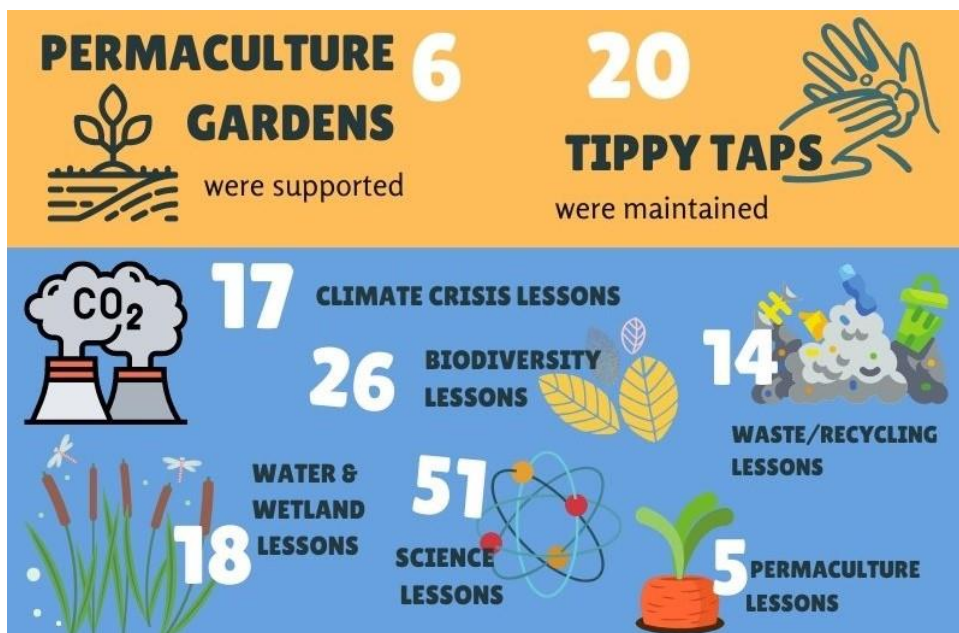
HOW WE SUPPORT SCHOOLS



Support visits involve co-teaching an environmental lesson (topic) in the classroom with the teacher and assisting the class to start a relevant mini-action project, to sustain it and plan for the next activity. We usually work with Grd 4 -7s and try to support the same group of learners for an entire year. We work with schools on a ‘Work together /Work away” approach so that we aren’t doing the work for the school, but rather, supporting them to implement the projects themselves. On average schools were visited between up to 9 times depending on the time they had available, and our project budget.

<i>Wetlands and water purification</i>	<i>Climate crisis 1: The science, impacts, solutions</i>
<i>Water Auditing</i>	<i>Climate crisis 2: recap, solutions and solar, building solar oven</i>
<i>Indigenous gardens and biodiversity</i>	<i>Power Pulses -Eating for the Earth</i>
<i>Alien invasive plants</i>	<i>Bees and Biodiversity</i>
<i>Eco-bricks</i>	<i>Endangered Wildlife</i>
<i>Waste not: Recycling</i>	<i>miniSASS: Stream Assessment</i>
<i>Permaculture and principles</i>	<i>Scientific Method</i>

Table 1: Shows some of the action-based lesson packs we developed to support our in-classroom sustainability lessons



Wild Walk, River testing, Nutrition and natural products Workshops

While SA has been in a state of level 3 and 4 lockdown for 2021 so far, we have still managed to run 2 teachers workshops. The first at the beginning of the year was around Stream and water quality monitoring using the miniSASS. As part of our finale, for the GSSS we invited teachers to attend a fun yet informative and life-changing workshop in June. The teachers we thrilled to find and explore indigenous and sustainable food sources (weeds) along the river way and were reminded how wise their grandparents had been, in terms of knowing what foods we should all be eating, many of them, the weeds right beneath our feet and freely available.

"We had a nice healthy breakfast of weeds, it was absolutely amazing - the sweetness of the gooseberries, bitterness of the blackjack leaves, reminded me of my childhood," commented Antonia Mkhabela. Afterwards the group investigated the water quality of the Umgeni River using the MiniSASS (stream assessment scoring system) that uses macro-invertebrates living in the water, as an indicator of river health. The teachers were amazed and inspired to see how this simple tool can be used by anyone. After this immersion in nature we shared some simple ways to make plant-based creams and immune boosters and learned about the kinds of foods we should be eating in the time of Covid and for the planet - not surprising it should be a lot more plants. This section of the workshop shared some of the information we had used in our Covid: Environment and Eating for the Earth Workshops we had conducted last year.

This workshop was well reported on and featured in the online Daily Maverick which is viewed by hundreds of thousands daily as well as the Green Times, an online news portal for national environmental matters.



We also wrote up a small evaluation report on our efforts based on a teacher survey we conducted in Nov 2021 and collated in Dec 21. The survey results have been very reaffirming for us, in terms of knowing that our support is valued, appropriate and of quality. It has also given us some insights into what teachers would like more of. Looking ahead, we will definitely continue with the in-classroom school lessons with the follow-up projects we leave with the class and teachers. This work together/work away approach, enables both parties to take responsibility by ensuring an action project is started, implemented and sustained. Teachers also clearly value the environmental content and practical extensions we offer.

Some of the findings are shared below, for the full report contact bridget@oneplanet.org.za

- **Have our support visits to your school this year been helpful or not (explain)?**

100% of all respondents agreed that they had been.

Their reasons included:

- We learn new things
- The program has been useful to the school and learners to such an extent that it is part of the curriculum, and sections of this program have been highly helpful and recommended in our tasks, and learners enjoyed most of the tasks assigned, and they understood what they were being taught.
- The visits have been great for supporting NS and Technology subjects as we only do theory and have no resources to do practical stuff



- **Have the lessons helped you as a teacher in your subject/content knowledge? Yes/No**

100% of all respondents agreed that it had.

Reasons included:

- It did help me a lot as an educator in the subject content, since some of the content were clear and help me bridge what was assigned to what I would be teaching, and learners understood what was being taught in class because of the program
- We learned so many new things also
- I have learned lots of new things I didn't know like secret water in all the things we use and learning the value of snakes in our world

The responses here are re-affirming. Learning by doing is a key method we employ. Likewise, we feel that experiential and contextual learning is essential in gaining an understanding around environmental issues which are often complex, contextual and contested.

- **Would you like our support for 2022? Yes/No (Explain why)**

100% of respondents said they would

Reasons included:

- You are helping us with curriculum aligned lessons that are practically orientated especially for Tech and NS.
- We would gladly like your support because your presence in the school played a huge role in learners understanding of various topics and it's has been useful to have you around, I believe it will be vital and important for the program to continue with us

It is encouraging to see that all respondents view the programme as supportive of the curriculum. All of our lesson plans are developed with the curriculum in mind. We work with the teachers to ensure that what we cover is relevant in terms of the subject matter they need to cover for a particular grade.

This is further supported by these statements

- Learners seemed more aware of saving water. when you ask them questions now they still remember. The practical elements makes it real.
- Learners were able to use the methods given in their practical tasks, and now they are able clean water using the method they were taught.
- The posters, learners made on the water cycle reflected greater understanding as they included groundwater and the water table too.
- They now realise why permaculture is better than monoculture
- Learners improved and they know that there is principle which they must use to grow their own crops and they were hands-on.
- They were so interested in the garden afterwards and they got actively involved in looking after it
- Learning new words and meaning eg permaculture vs monoculture
- They partook in the lesson and it was not one-sided and not just being taught only, they were using tools and skills learnt in this program and they felt involved and took part in the whole journey.
- The use of different teaching methods. Since you came the learners' marks in NS have definitely improved.
- If you ask them questions now about the lessons they still remember and show understanding. They were able to think critically and able to use various methods and materials to filter water, this triggered better problem solving skills.
- It helped learners understand the problem of just throwing things away and everywhere. When the DEA came to visit bringing waste separation bins, the learners reflected their learning and understanding around waste separation and they were impressed.
- They were able to link various topics, and they now know that when we talk about waste it's not just something that we can throw away but it can be useful, they are able to distinguish between useful waste and waste that can cause environmental harm.





- For an example now they understand how growing an animal takes a lot of water compared to say growing vegetables instead. Also they gained more on water saving ideas.
- They now appreciate bees and that bees don't just sting people unless threatened and also by protecting the hive.
- Learners got knowledge about how they can cook without using fossil fuels (solar cooking)
- Critical thinking improved and widened their scope and perspective of what they are usually taught in our curriculum.
- Learners never realised they could use the sun so effectively or cook fruit (the apples that we baked in the oven)
- Their achievement improved more since they got more knowledge from what was taught and it made things easy for us as educators to go about emphasizing what was done by this lesson.

- They were able to link this topic with non- renewable and renewable sources of energy

CONCLUSIONS OF SURVEY

The survey results have been very reaffirming for us, in terms of knowing that our support is appropriate and of quality. As far as being valued by the schools, this isn't as clear, for at least some of schools the teachers do seem a little on the apathetic side of things. When we asked them directly about this they concurred that they would really like us to return next year. This was something we felt, but having evidence to support and validate this coming directly from the teachers is compelling. It has also given us some insights into what teachers are learning too and what they observe in their learners.

Looking ahead, we will definitely continue with the in-classroom school lessons with the follow-up projects we leave with the class and teachers. This work together/work away approach, enables both parties to take responsibility by ensuring an action project is started, implemented and sustained. For next year we will develop a follow up sheet to answer some telling questions related to the prior lesson and the follow up task. We are open to suggestions and other ideas around how we might do this.

CONFERENCES

The International GSSS Virtual Workshop

3, 5 and 10th of August was successfully attended by all 9 countries in October.

Approximately 35 - 41 attendees in session 1,2 and 3 Bernard Combes, programme special from UNESCO in education for sustainable development gave the intro talk for the opening of the 3 day GSSS workshop. South Africa (as did all 9 countries) presented a 10 minute overview of how the GSSS project had been implemented.

UNESCO World Conference on Education for Sustainable Development (17 -19 May 2021)

It was a great honor for GSSS South Africa to be one of 2 countries from the One Planet GSSS project that was selected to participate in this International on-line event on the 17 May 2021 and give a snapshot overview as to how the GSSS project had added value under the following “Integrating education for sustainable lifestyles into ESD: Lessons learned and paths forward” The link to the recorded session .



<https://www.youtube.com/watch?v=HTCi8Nxn5Ds&t=1557s>

PROPOSALS

Proposals granted

- TEF University of Bristol “Healing is in the Pot” research project on “Enablers and Barriers for more Sustainable Food Choices for Climate Action in Partnership with Gezubuso Projects. One Planet will not be managing the funds for this however
- Solon Foundation support for 2022

Proposals out there

- MECCE -Monitoring and Evaluating Climate Communication and Education Project (March)
- HCI Foundation (March)
- Global Fund for Environment, Japan (March/April)

One Planet SA NPC
Profit and Loss Annual Report 2021
September 2021 - January 2022

	Sep 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Total
Income						
1000/000 GSSS GRANT	0,00	0,00	0,00	0,00	0,00	0,00
1000/010 GSSS-Income	0,00	149 459,86	0,00	0,00	0,00	149 459,86
1000/020 GSSS-Salaries	0,00	-6 000,00	-61 500,00	-12 500,00	-5 000,00	-85 000,00
1000/040 GSSS-Operating Expense	0,00	0,00	-220,00	0,00	0,00	-220,00
1000/070 GSSS-Small Projects	0,00	0,00	0,00	0,00	-8 000,00	-8 000,00
Total 1000/000 GSSS GRANT	R 0,00	R 143 459,86	-R 61 720,00	-R 12 500,00	-R 13 000,00	R 56 239,86
1100/000 SOLON SA GRANT						
1100/000 SOLON SA GRANT	0,00	0,00	0,00	0,00	0,00	0,00
1100/010 Solon SA Income	50 000,00	0,00	0,00	0,00	0,00	50 000,00
1100/020 Solon SA-Salaries	0,00	-16 500,00	0,00	-16 500,00	-9 533,33	-42 533,33
1100/040 Solon SA-Operating Expense	0,00	0,00	-6 580,00	-1 500,00	-1 500,00	-9 580,00
Total 1100/000 SOLON SA GRANT	R 50 000,00	-R 16 500,00	-R 6 580,00	-R 18 000,00	-R 11 033,33	-R 2 113,33
Sundry Income (Rental Contribution)						
Sundry Income (Rental Contribution)	0,00	1 500,00	0,00	1 500,00	1 500,00	4 500,00
Total Income	R 50 000,00	R 128 459,86	-R 68 300,00	-R 29 000,00	-R 22 533,33	R 58 626,53
Gross Profit	R 50 000,00	R 128 459,86	-R 68 300,00	-R 29 000,00	-R 22 533,33	R 58 626,53
Expenses						
Total Expenses						R 0,00
Net Earnings	R 50 000,00	R 128 459,86	-R 68 300,00	-R 29 000,00	-R 22 533,33	R 58 626,53

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