

Weaving an eco-friendly web

Korean NGO reflections on the impact
of a school education programme

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Dichotomy of Education

- Formal Education
- Non-formal Education

The Korean Context of the Dichotomy

- Environmental education issues that inclined towards formal education
- An irregular and one-off environmental education for the few youths in non-formal education

Linking formal and non-formal

- By its nature, environmental education may provide an excellent means of linking formal and non-formal education (UNESCO, 1980, p. 47).

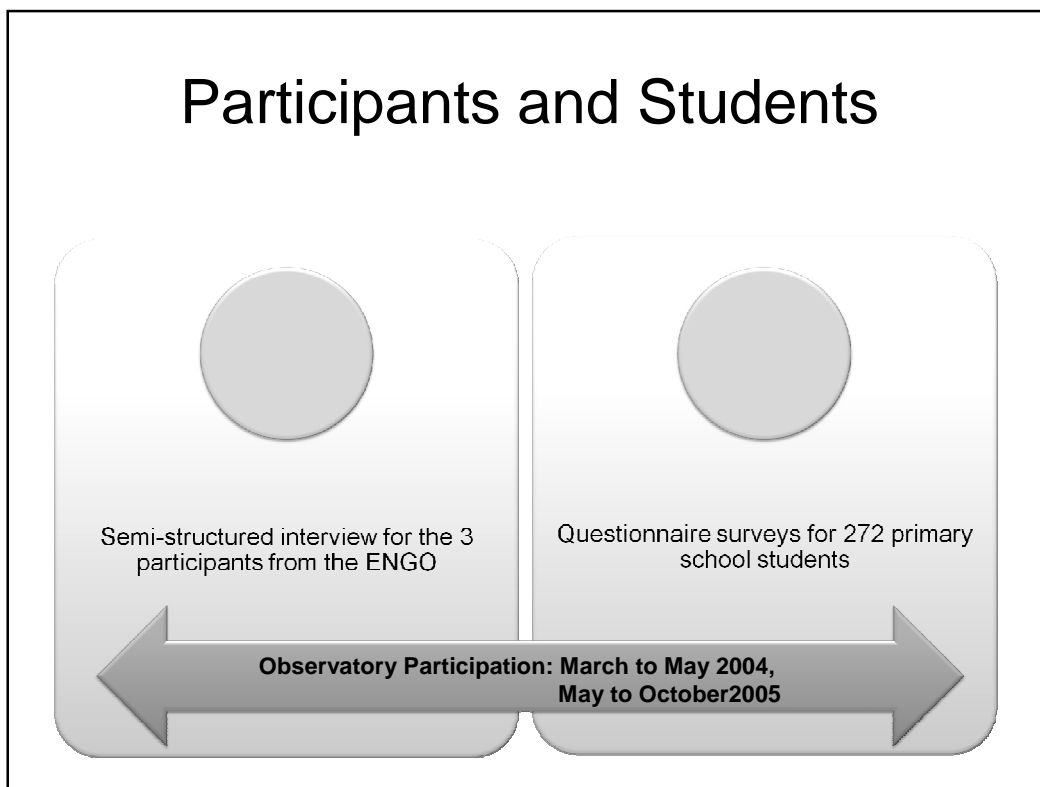
Beyond the dichotomy

- School based environmental education takes many years to impact on society. (Edmunds, 1997)
- Environmental education delivered by NGOs is one of the tools beyond the dichotomy.

Questions

- How does an NGO-School link effect NGO instructors' personal change?
- How does a school class delivered by an environmental NGO affect the environmental conceptions of primary school students?

Participants and Students

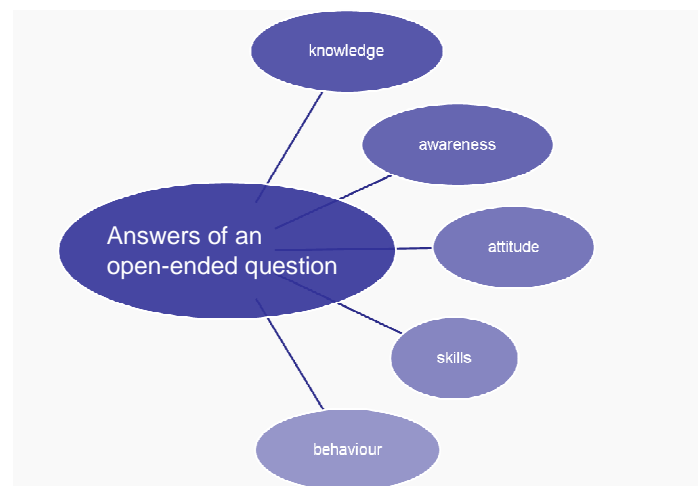


5 interview questions

- What kind of motivation did you have for this performance?
- What do you think of your training term for being qualified as an instructor of community environmental organisation?
- What is the most important change in your life after you were involved in educational activity of community environmental organisation?
- How did your family feel and react to your involvement?
- Do you believe that your educational service for the schools in your community will contribute to solve the environmental problems?

11 questions with Likert scale

- Have you ever talked about environment...?
- How to get the information...?
- How much practice for conservation?
- Have you learnt about environment in the class before this involvement?
- Have you heard about env. issues in your class?
- Is this env. class helpful for you?
- Do you need a special place for this class?
- How much do you have knowledge about your community?
- What is the appropriate frequency of this class?
- Is this class helpful for you to increase understanding about the community?
- Do you want to participate in this class later again?



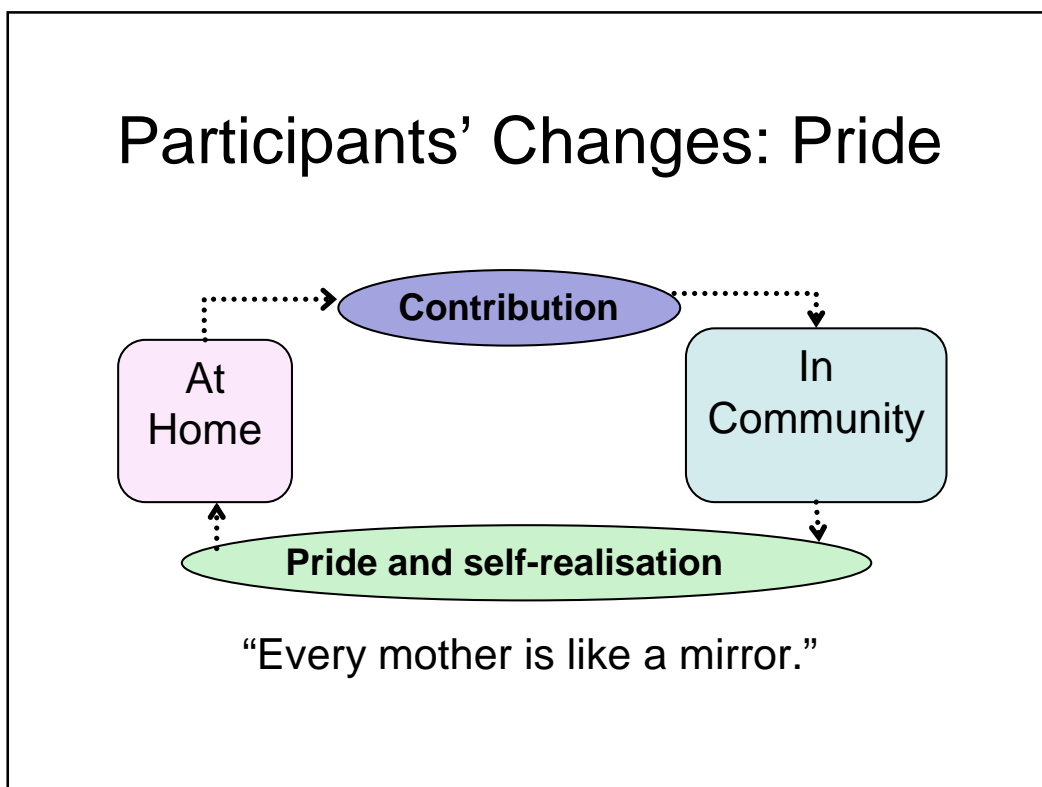
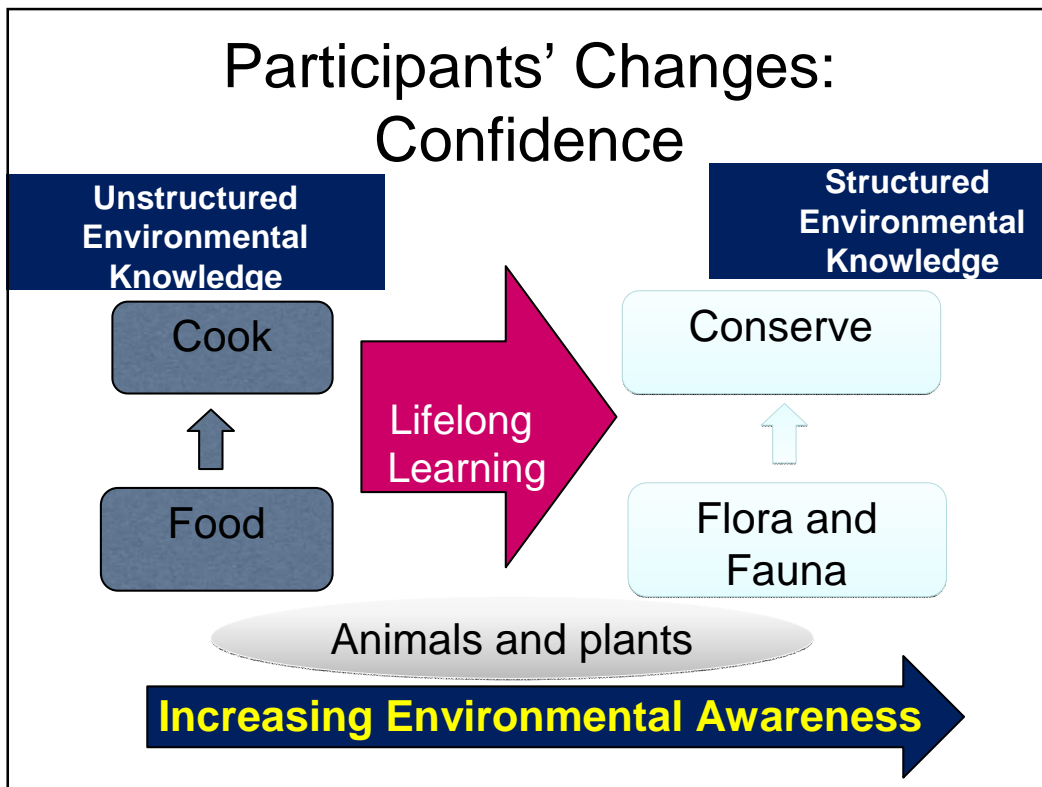
The Participants' Reflections

- Housewives' power
- Rural experience
- No teaching experience before training
- Enough time to work for the community
- Unstructured knowledge about nature
- Abundant knowledge about the community

School Practice of the Participants

Sustainable Energy Class:
Hydro-power Rocket





Participants' expectation for their instruction

- Giving a light motive, an interest and knowledge for the environment to the students
- Not a drastic behaviour modification

School students' responses

- Focus 1. Environmental concerns in daily life
- Focus 2. Learning experience about the environment in the regular class
- Focus 3. Conception about the community and demand for environmental education

Students' environmental concerns

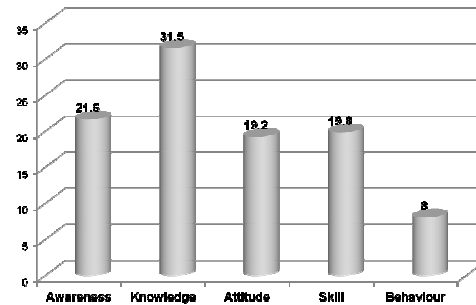
- Environmental concerns are not high
- Rare practice and activity
- More environmental knowledge under the effect of mass media rather than school education

Students' classroom learning experience about the environment

- Lack of classroom environmental education
(Students think they have heard but rarely learned about the environmental issues in the regular class.)
- It implies learning about the environmental issues through the integrated curriculum causes this result.

What did the students get from the linked EE class?

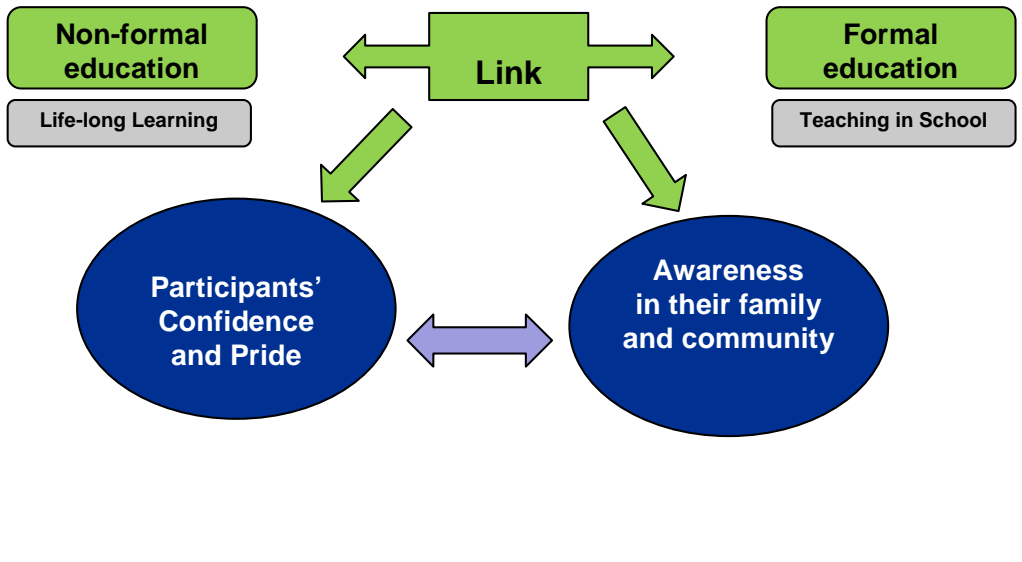
- We have got environmental **knowledge!**(31.5%)
- We have got environmental **awareness!**(21.6%)
- We have got the **skills** to treat the environment!(19.8%)
- We have got sound **attitude** for the environment!(19.2%)
- We have got sound **behaviour** for the environment!(8%)



Students' conception of community

- Lack of environmental knowledge in their community
- Anticipation of improving the knowledge and affection for their community environment

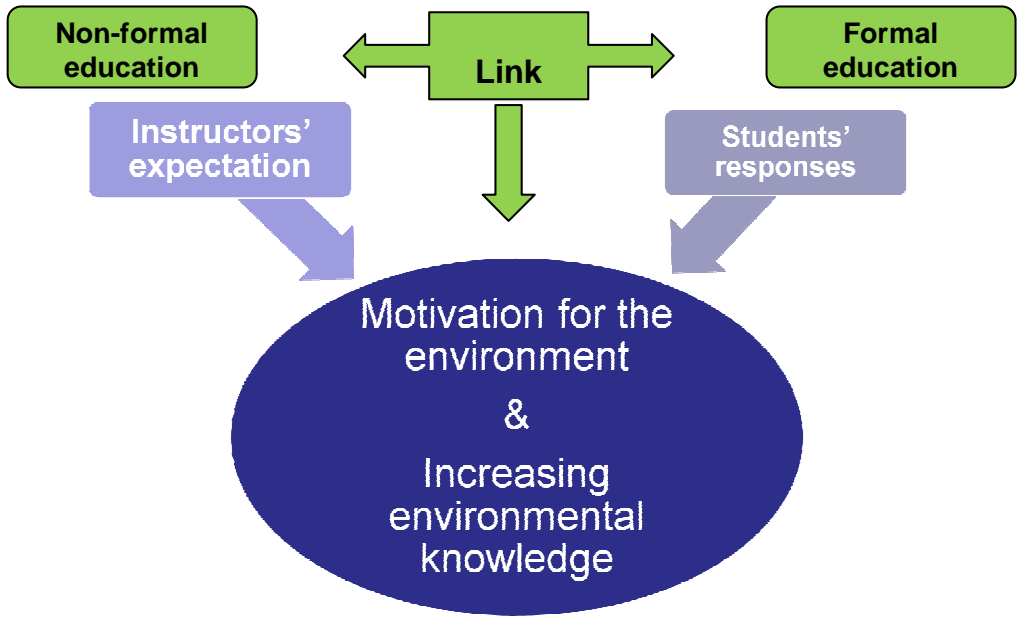
Diffusion



Demand

- Insufficient to learn about the environment only within school curricula(Integrated curriculum in primary school)
- Getting environmental knowledge through Mass media
- Need for learning activity provided by the link between school and NGOs

Convergence



Conclusion: for future study

- Demand for reflection on the educational direction intended by environmental NGOs
- Demand for reform of the link between school curricula and NGOs towards the behaviour change for the environment

Thank you for all !

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