## **Table of Contents**

## **CHAPTER 1: INTRODUCTION AND OVERVIEW**

	Page
1.1 INTRODUCTION AND RATIONALE	1
1.1.1 Sustainability	1
1.1.2 Current practices at the International School	2
1.2 PROBLEM STATEMENT	3
1.3 AIMS OF THE RESEARCH	3
1.4 DEFINITIONS	4
1.4.1 Environmental Education and Education for Sustainability	4
1.4.2 Action Research and Participatory Action Research (PAR)	5
1.4.3 Action competence	6
1.5 THE RESEARCH DESIGN	6
1.6 DIVISION OF CHAPTERS	7
1.7 SUMMARY	7
ACTIVITIES IN SCHOOLS	
2.1 INTRODUCTION	8
2.2 THE IMPLEMENTATION OF SUSTAINABLE DEVELOPMENT	8
2.3 THE IMPLEMENTATION OF EDUCATION FOR SUSTAINABLE DEVELOPMENT	10
2.3.1 Education for sustainable consumption	12
2.3.2 Local action competence	13
2.3.3 Critical thinking	14
2.4 TRANSFORMATIVE PARTICPATORY RESEARCH	16
2.4.1 PAR as ideology critique	16
2.4.2 PAR facilitates communication	17
2.4.3 PAR facilitates professional development of the researchers due to reflective	
practice	19
2.4.4 Critical ethnography, case studies and community participation research	20
2.5 POLICY DEVELOPMENT FOR SUSTAINABILITY	22

	2.5.1 National policy developments	23
	2.5.2 Local policy developments	24
	2.5.3 Local policy developments in Australia	24
	2.5.4 Local policy developments at tertiary institutions	26
	2.5.5 Local policy developments in South Africa	26
	2.5.6 Local policy developments related to the curriculum in the International School	
	in Vietnam	27
2.6	SSUSTAINABLE WASTE DISPOSAL IN VIETNAM	28
	2.6.1 Economic development affecting the disposal of solid waste in Vietnam	28
	2.6.2 Education regarding waste disposal in Vietnam	29
2.7	SUMMARY	31
СН	IAPTER 3: RESEARCH DESIGN	
3.1	INTRODUCTION	32
3.2	2 ACTION RESEARCH METHODOLOGY	32
	3.2.1 Basic criteria of the methodology	32
	3.2.2 Validity and reliability	34
3.3	THE ROLE OF THE DRAFT ENVIRONMENTAL POLICY AND OF VARIOUS	
	PARTICIPANTS IN THE RESEARCH DESIGN	36
	3.3.1 Draft environment policy	36
	3.3.2 The administration staff members as participants	37
	3.3.3 The staff members sought as participants	37
	3.3.4 The action research teachers as participants	38
	3.3.5 The Middle School teams as participants	38
	3.3.6 The Student Environmental Action Committee (SEAC) as participants	39
3.4	RESEARCH DESIGN TO INCREASE THE AMOUNT OF PAPER BEING REUSED	
	IN CLASSROOMS	39
3.5	DESIGN TO INCREASE THE AMOUNT OF PAPER BEING REUSED IN COMPUTE	₽R
	LABORATORIES	42
3.6	DESIGN TO CHANGE BEHAVIOURS AND ATTITUDES REGARDING	
	PHOTOCOPYING	43
3.7	RESEARCHING AND CHANGING BEHAVIOURS AND ATTITUDE PRACTICES	
	REGARDING REPORT WRITING	44

3.8 CRITICAL REFLECTION THROUGH JOURNAL WRITING	44
3.9 SUMMARY	45
CHAPTER 4: RESULTS AND DISCUSSION	
4.1 INTRODUCTION	46
4.2 IMPROVED USE OF PAPER	46
4.2.1 The use of reuse and recycle boxes in all classrooms	46
4.2.1.1 Planning, actions and results observed in the first cycle	46
4.2.1.2 Reflection and actions at the end of the first cycle	48
4.2.1.3 Actions and results in the second cycle	50
4.2.2 Reusing paper for printing	51
4.2.3 Photocopying and newsletter production	51
4.2.4 Report writing	52
4.3 CHANGES IN STUDENTS' ATTITUDES AND BEHAVIOURS	53
4.3.1 Analysis of student reflection during the cycle	53
4.3.2 Results of the questionnaire at the end of the second cycle	56
4.4 CHANGES IN ATTITUDES AND BEHAVIOURS OF THE STAFF MEMBERS	60
4.4.1 Results of the closed-ended questionnaire at the end of the second cycle	60
4.4.2 Results of the open-ended questionnaire at the end of the second cycle	66
4.5 CHANGES IN ATTITUDES AND BEHAVIOURS OF THE CLEANERS	70
4.6 RESULTS RELATING TO POLICY DOCUMENTS	72
4.6.1 Initial efforts to draft and implement policy	72
4.6.2 Reflections on putting policy into practice	73
4.7 SUMMARY	75
CHAPTER 5: CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS	
5.1 INTRODUCTION	76
5.2 CONCLUSIONS	76
5.2.1 Conclusions from the literature study	76
5.2.2 Conclusions from the empirical investigation	77
5.2.3 Conclusions from the literature study and empirical investigation	78
5.3 RECOMMENDATIONS	80

5.4 LIMITATIONS OF THE STUDY	82
5.4.1 Problems and uncertainties in the methodology	82
5.4.2 Problems and uncertainties in the data	83
5.5 SUMMARY	84
REFERENCES	86
APPENDIX A	92
APPENDIX B	97
APPENDIX C	101
APPENDIX D	103
FIGURES Fig 3.1 Diagram to illustrate the two cycles of the PAR	33
TABLES Table 4.1 How often students separated paper into boxes	57
Table 4.2 Reasons influencing putting paper into boxes	57
Table 4.3 Changes, over time, in putting paper in boxes	57
Table 4.4 Reasons why, over time, students have put more paper in boxes	58
Table 4.5 How often students use paper from boxes	58
Table 4.6 Reasons influencing reusing paper from boxes	58
Table 4.7 Changes, over time, in reusing paper from boxes	59
Table 4.8 Reasons why, over time, students have used more paper from boxes	59
Table 4.9 How often students reuse paper for printing	59
Table 4.10 Reasons influencing reusing paper for printing	60
Table 4.11Staff that put paper into boxes and staff that requested students to reuse	
paper	61
Table 4.12 Reasons influencing staff separating paper and requesting students to	
reuse paper	61
Table 4.13 Changes, over time, of staff members who separated paper and requested	
students to reuse paper	62
Table 4.14 Reasons why, over time, staff members have put more paper into boxes and	b
why staff members have requested students to reuse namer	62

Table 4.15 Staff members who reuse paper in printers and staff members who request	
students to reuse paper in printers	63
Table 4.16 Reasons influencing the practices of staff members reusing paper in printers	
and requesting students to reuse paper in printers	63
Table 4.17 Staff members requesting double-sided photocopying and photocopying on	
reused paper	65
Table 4.18 Opinions on how daily bulletins, notices, minutes, etc. should be photo-	
copied	65
Table 4.19 Opinions of staff members on whether this school has become more	
sustainable in terms of paper	66