MADADENI LEARNERS IDENTIFY ENVIRONMENTAL ISSUES IN THEIR LOCALITY (JUNE 2003): THE SOCIO-HISTORICAL CONTEXT OF THEIR ENVIRONMENTAL EDUCATION REQUIREMENTS

**BIOPHYSICAL**
- Insufficient shade
- Soil erosion, dongas, & dust “everywhere”
- Burning of tyres, grass, rubbish, papers and producing smoke (“people get very sick in the eyes”)
- Releasing poisonous/dangerous gases into the air
- Papers blowing in the streets
- Dumping of rubbish (tins, glass, cloth, plastic, ashes & papers) “everywhere;” sometimes next to, sometimes inside, the school’s yard, and in rivers & dams.
- “Unnecessarily” allowing water to flow in the streets
- Polluting rivers and water with rubbish, oil and dead animals

**SOCIAL**
- Killing animals
- River polluted, so cannot bathe
- Planting dagga
- Getting drunk, breaking bottles & throwing them everywhere
- Fighting, killing, damaging “people are making toilets nasty, pushing down paper and left them there” “Releasing themselves” in dams and rivers

**ECONOMIC**
- Insufficient shade
- Allowing goats to eat planted grass “No more plants”
- “No more plants”
- Soil erosion, dongas, & dust “everywhere”
- Burning of tyres, grass, rubbish, papers and producing smoke (“people get very sick in the eyes”)

**POLITICAL**
- Insufficient (piped) water
- Bad (and unclean) toilet systems/sanitation
- Insufficient hospitals for sick people
- Poor roads
- Lack of transport
- "Building of squatter camps where they like"
- Overpopulation in settlements

No jobs
Breaking and stealing at our school
Cutting down trees and “finishing the wood”