QUESTIONNAIRE FOR KZNDEC CENTRES’ HEADS

This questionnaire is aimed at determining what sorts of programmes are offered at KZNDEC Environmental Education Centres; the effectiveness of those programmes; and how best the Centres can encourage “environmental learning.”

Please would you answer every question, and reflect your true reaction when doing so. You may extend your responses on the other side of this paper, or on an extra piece of paper, if you wish. Thank you very much indeed for your co-operation.

- Kindly place your responses to each question in order of preference i.e. rank them thus: 1 = your first choice; 2 = second choice; etc. in the box: □.
- If you think that a particular response is irrelevant to your situation, please delete it AFTER you have ranked it!
- Please rate each response thus: 1 = no/weak; 2 = OK; 3 = good/strongly agree in the slots ①②③.

For example:

D. Problems in my Centre include...
   a. □ Fearing that an “unreasonable” Department will close us down ①②③
   b. □ Problems with the unions because my staff won’t work ①②③

1. Most schools return to our Centre year after year...
   a. □ Never ①②③
   b. □ Once or twice ①②③
   c. □ Every year ①②③
   d. □ After they have looked around and tried elsewhere ①②③

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2. What is stopping schools from returning to our Centres is...
   a. □ Economic constraints (too many learners can’t afford the trip) ①②③
   b. □ Declining interest in the schools in environmental issues ①②③
   c. □ The educators and/or learners are bored with our programmes ①②③
   d. □ We’re considered too “educationally based” ①②③
3. The portrayal of Environmental Education that I would like known about my Centre is one where learners and educators...
   a. □ learn a great deal about our particular environment 123
   b. □ are challenged in our lessons about the precarious state of South Africa’s environment 123
   c. □ gain skills where they can think through problems and reason out ways of solving them 123
   d. □ learn skills that can be transferred to their own environment’s issues and problems 123

4. The learning programmes offered at our Centre are different from those offered at other KZNDEC Centres...
   a. □ In content 123
   b. □ In style 123
   c. □ in objectives 123
   d. □ because we’re situated away from one another 123

5. I would like to observe other centre-based Environmental Educators in action
   a. □ because I miss interaction with my fellow EE colleagues 123
   b. □ because I think I need to learn more about Environmental Education 123
   c. □ because we need to keep up to date by helping one another 123
   d. □ because I’ll see him/her in action, and apply what I might learn in my situation 123

6. Whom do you consider to be “stakeholders” in the EE process, when a school party visits your Centre?
   a. □ Myself, as the educator-Head 123
   b. □ The staff component at my Centre 123
   c. □ The learners 123
   d. □ The learners’ educators 123
   e. □ The learners’ caregivers 123
7. Different schools sometimes demand different learning programmes.
   a. □ I give a basically similar programme to all of my groups 023
   b. □ Each school is unique; so are its learners; so they need learning that reflects their needs 023
   c. □ I believe that within every tour’s learning programme certain basic environmental principles (e.g. global warming and responsible behaviour) must be covered 023
   d. □ I try to “spice up” a programme (e.g. with an “adventure” component) so that the school will return 023

8. Whom would you consider a fairest judge of your programmes? –
   a. □ KZNDEC Curriculum Advisors 023
   b. □ Representatives from a respected NGO e.g. WESSA 023
   c. □ A sub-committee of the EECF 023
   d. □ Fellow KZNDEC EE Centres’ Heads 023
   e. □ Rob O’Donoghue and/or Jim Taylor 023

9. If evaluation of my Centre and of its activities and programmes must take place, I would prefer
   a. □ a neutral, objective outside expert (or experts) to come in to confirm of the effectiveness of my educational programmes 023
   b. □ neutral, objective experts can come in to determine aims, methodology, and outcomes of our programmes – but I want to be part of that process, discussing the issues as we go along. 023
   c. □ that as our programmes evolve, so we determine how effective they are, and change them if needs be. 023
   d. □ I can quite well judge my own Centre’s progress 023

10. Evaluation of our Centre by a respected person or body could strengthen our standing in the Department
    a. □ Because we need to generate professional respect for our centres’ work 023
    b. □ Because it might attract new schools’ groups, if they go away with a good report of our activities 023
    c. □ Because too few of our “senior colleagues” in Head Office know what we actually do 023
    d. □ Because we would be drawn into the curriculum process, thus increasing our “professional standing” 023
APPENDIX 2:B

11. My expectations of, and aspirations for, NEEP-GET in KwaZulu-Natal are that
   a.    □ Its personnel will help share the load of “carrying out EE” to the whole Province  1 2 3
   b.    □ Eventually all learners in KwaZulu-Natal will have the opportunity to become aware of, concerned about, and committed to their environment  1 2 3
   c.    □ It will provide us with “curriculum respectability” in our teaching  1 2 3
   d.    □ We work together as a unified team, teaching and helping educators and learners to become active learners for the environment.  1 2 3

12. If there is one area where I would like training, it would be…
   a.    □ with the design of learning programmes  1 2 3
   b.    □ in EE teaching techniques  1 2 3
   c.    □ in management skills  1 2 3
   d.    □ in assessing the effectiveness of our programmes  1 2 3

13. I wish I could do more for our local schools by…
   a.    □ arranging/running courses for their educators  1 2 3
   b.    □ providing a resource/reference library for their educators  1 2 3
   c.    □ allowing educators/learners to work on projects at my Centre  1 2 3
   d.    □ becoming a distribution point for educational materials to our area  1 2 3

14. Problems in running my Centre include…
   a.    □ having to encourage schools to visit  1 2 3
   b.    □ not having enough money to fix up my Centre as I would wish  1 2 3
   c.    □ wanting to service educators with EE, yet being obliged to run schools’ tours to keep my Centre financially operable  1 2 3
   d.    □ having a cleaning/cooking staff that doesn’t appreciate what we’re doing in this “EE business”  1 2 3

15. The good things about our tours include…
   a.    □ learners are exposed to a wide range of environmental issues  1 2 3
   b.    □ educators receive in-service, cross-curricular EE training  1 2 3
   c.    □ it’s often the start of an EE programme in a visiting school  1 2 3
   d.    □ whilst our programmes are not perfect, they’re OK  1 2 3
16. Problems with our programmes include...
   a. □ we don’t really know what is in our visiting learners’ curricula
   b. □ it’s difficult to know how much the learners are “taking in”
   c. □ how much effect our lessons will have on the learners’ lives
   d. □ we have almost no contact with the learners once they return home

17. In the future, KZNDEC EE Centres should...
   a. □ do away with boarding facilities and become “day visit centres”
   b. □ become bases for Regional and District EE Co-ordinators
   c. □ become community training/development facilities (i.e. holding sanitation workshops, or training in market gardening)
   d. □ where possible, give office-space to subject advisors

Thank you very much indeed, again, for your help in answering this questionnaire!