

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
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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

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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
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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
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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
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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
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APPENDIX 2:B

7. Different schools sometimes demand different learning programmes.
- a. I give a basically similar programme to all of my groups ①②③
 - b. Each school is unique; so are its learners; so they need learning that reflects their needs ①②③
 - c. I believe that within every tour's learning programme certain basic environmental principles (e.g. global warming and responsible behaviour) must be covered ①②③
 - d. I try to "spice up" a programme (e.g. with an "adventure" component) so that the school will return ①②③
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8. Whom would you consider a fairest judge of your programmes? –
- a. KZNDEC Curriculum Advisors ①②③
 - b. Representatives from a respected NGO e.g. WESSA ①②③
 - c. A sub-committee of the EECF ①②③
 - d. Fellow KZNDEC EE Centres' Heads ①②③
 - e. Rob O'Donoghue and/or Jim Taylor ①②③
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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. ①②③
 - 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. ①②③
 - c. that as our programmes evolve, so we determine how effective they are, and change them if needs be. ①②③
 - d. I can quite well judge my own Centre's progress. ①②③
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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 ①②③
 - b. Because it might attract new schools' groups, if they go away with a good report of our activities ①②③
 - c. Because too few of our "senior colleagues" in Head Office know what we actually do ①②③
 - d. Because we would be drawn into the curriculum process, thus increasing our "professional standing" ①②③
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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 ①②③
 - b. Eventually all learners in KwaZulu-Natal will have the opportunity to become aware of, concerned about, and committed to their environment ①②③
 - c. It will provide us with “curriculum respectability” in our teaching ①②③
 - d. We work together as a unified team, teaching and helping educators and learners to become active learners for the environment. ①②③
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12. If there is one area where I would like training, it would be...
- a. with the design of learning programmes ①②③
 - b. in EE teaching techniques ①②③
 - c. in management skills ①②③
 - d. in assessing the effectiveness of our programmes ①②③
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13. I wish I could do more for our local schools by...
- a. arranging/running courses for their educators ①②③
 - b. providing a resource/reference library for their educators ①②③
 - c. allowing educators/learners to work on projects at my Centre ①②③
 - d. becoming a distribution point for educational materials to our area ①②③
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14. Problems in running my Centre include...
- a. having to encourage schools to visit ①②③
 - b. not having enough money to fix up my Centre as I would wish ①②③
 - c. wanting to service educators with EE, yet being obliged to run schools’ tours to keep my Centre financially operable ①②③
 - d. having a cleaning/cooking staff that doesn’t appreciate what we’re doing in this “EE business” ①②③
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15. The good things about our tours include...
- a. learners are exposed to a wide range of environmental issues ①②③
 - b. educators receive in-service, cross-curricular EE training ①②③
 - c. it’s often the start of an EE programme in a visiting school ①②③
 - d. whilst our programmes are not perfect, they’re OK ①②③
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APPENDIX 2:B

16. Problems with our programmes include...
- a. we don't really know what is in our visiting learners' curricula ①②③
 - b. it's difficult to know how much the learners are "taking in" ①②③
 - c. how much effect our lessons will have on the learners' lives ①②③
 - d. we have almost no contact with the learners once they return home ①②③
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17. In the future, KZNDEC EE Centres should...
- a. do away with boarding facilities and become "day visit centres" ①②③
 - b. become bases for Regional and District EE Co-ordinators ①②③
 - c. become community training/development facilities (i.e. holding sanitation workshops, or training in market gardening) ①②③
 - d. where possible, give office-space to subject advisors ①②③
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*Thank you very much indeed, again, for your help
in answering this questionnaire!*

