

## TRAIN#ER - TRAIInG needs in Ecological Restoration 2022-2023

Standard Format of the Survey distributed in Spring-Summer 2022 · See Results documents for the final survey outputs.

### PRACTITIONERS PROFILE

PROFILE	Subprofile
PROFILE 1, managers working for the national, regional and local governments, directly involved in ecological restoration at any level, from decision-making to surveillance and monitoring	Regional government agencies environment (planners, decision-makers)
NOTE: (In the Region of Valencia the regional government is responsible for most forest restoration projects. The Regional government plans and supervises the different phases of ER projects, but they do not design or implement the projects, which are externalised to either public or private companies. Environmental competences have been allocated to Regional governments, but the Spanish Government still carries out some large-scale restoration projects)	National government agencies forestry (planners, decision-makers)
	Local government agencies water (planners, decision-makers)
	Regional government agencies environment (local managers)
	Local government agencies water (local managers)
PROFILE 2, ecological restoration practitioners working for public companies and the private sector	Public companies (planners, decision-makers)
	Public companies (managers)
	Consulting firms
	Public works companies (environment, technical staff)
	Mining companies (environment, technical staff)
	Landscaping
	Gardening

	Farmers and farmer associations involved in ecological restoration
	Nurseries producing native species for restoration
	Seed producers for ecological restoration
PROFILE 3. NGOs directly involved in ER projects as part of activities funded by Social Corporate Responsibility or other sources (e.g., government subsidies, LIFE projects...) and voluntary work.	Environmental NGO (large)
	Environmental NGO (small)
PROFILE 4. Professionals of environmental education and vocational education on topics and programs related to ER	Vocational education
	Environmental Education Ctr.
NOTE: OK to include tertiary or higher education?	Higher education
EXCLUDED FROM THE SURVEY	Researchers not involved in training
	Agricultural extension
	Farmers: PROFILE 2?
	Journalists
	Nurseries: PROFILE 2?
	Seed production: PROFILE 1? PROFILE 2?
	Social Corporate Responsibility

## SURVEY

Short introduction (<1 page):

(1) objectives of the project and the survey

(2) reviewing different types of knowledge: Tacit/Explicit, Technical/Scientific/Traditional-local

(3) Explain different types of education (vocational, higher, further/additional qualification ...)

(4) stakeholders role in knowledge production, use and transfer

(5) explanation on how the survey works

(6) acknowledgement for their contribution

(7) expected benefits for ER and the participants

## **SURVEY**

### **Profiling**

Age: \_\_

Gender: Male / Female / Others

Educational level (higher qualification attained):

Primary

Lower secondary education

Higher secondary education

Professional education

Universitary (please cite your degree, e.g., Environmentalist, engineer, etc.): .....

Master

Doctorate

Country of Residence/Work (SER Europe survey)

Are you a member of SER Europe? (SER Europe survey)

In which sector are you working? (Multiple choice? Or tick the one where you spend most of your labour time?)

Private sector

Small-sized enterprise/company (<50 employees)

Medium-sized enterprise/company (50-250 employees)

Large enterprise/company (>250 employees)

Public sector

Public company (mining, energy, transport, forestry, etc.)

Spanish Government (agriculture, forestry, nature conservation, etc.)

Regional Government

Provincial government

Local government

Thirds sector and civil organizations

Small-sized NGO (<50 fix personnel)

Medium-sized NGO (50-250 fix personnel)

Large NGO (>250 fix personnel)

Non-profit Foundation

Trade-Union

Education and research sector

Secondary level including vocational education

Tertiary level, higher education

Research center

Further education of professionals

Please indicate your main field of work/sector (Multiples choice)

Agriculture

Forestry

Nature conservation

Renewable energy

Infrastructural development  
Urban and peri-urban development  
Mining  
Compensation  
Nursery and gardening  
Other (please specify)

Are you directly involved in restoration projects? (Multiple choice)

- No, I'm not directly involved in any phase of restoration projects
- I'm involved in the design and planning
- I'm involved in the execution
- I'm involved in after-care and maintenance activities
- I'm involved in the evaluation and monitoring
- I'm involved in other activities/phases of restoration projects (Specify)

Please rate the following statements:

"In general, I am interested in innovation (processes, technologies, training, etc.) and tend to incorporate it quickly into my work".  
Totally disagree 0 - 4 Totally agree

"I was born...:  
Just in the region where I work 0 - 4 Quite far away from where I work"

"I would say that I feel emotionally very attached to the territory where I work"  
Totally disagree 0 - 4 Totally agree

### **Knowledge production and transfer**

1. If you are producing some type of new knowledge, could you provide some examples?

- Example 1
  - Example 2
  - Example 3
2. How much of your working time is dedicated to producing new scientific knowledge? (Nothing 0 - 4 All my time)
- (0) Nothing
  - (1)
  - (2)
  - (3)
  - (4) All my time
3. How much of your working time is dedicated to producing new traditional-local knowledge? In other words, all knowledge that is not scientifically validated, such as knowledge from everyday practice or the knowledge of the local population (Nothing 0 - 4 All my time)
4. How much of your working time is dedicated to transferring your ideas, experience or skills? (Nothing 0 - 4 All my time)
5. How are you conveying your ideas, experience or skills? (please tick all that apply)
- Books and book chapters
  - Scientific articles
  - Technical digests
  - Divulgative journals
  - Blogs
  - Webpages
  - Lectures in formal University courses
  - Lectures in formal Vocational Education courses
  - Lectures in informal University courses
  - Lectures in informal Vocational Education courses
  - Presentations and posters in professional conferences
  - Presentations and posters in scientific conferences
  - Informal talks with peers

- Formal exchanges in my working place (e.g. Department meetings, focus groups, etc.)
- Conversations with local practitioners (e.g., foresters, farmers, hunters, etc.)
- Press articles
- Informal talks with non-specialists
- Direct onsite evidence (e.g., formal and informal demonstration sites)
- Demonstrating good practices in the field
- Repositories of good practices (specify)
- Social networks (specify)
- Online courses (specify)
- Other (specify)

### Knowledge use

6. How much of your professional management decision-making is based on your previous formal studies? (vocational education, University education): Nothing 0 - 4 All
7. How often do you need knowledge that you could not obtain in your previous studies? (please tick one of the following)
  - 3: every day, 2: every week, 1: every month, 0: every year
8. Please provide 3 examples of knowledge you have used in the last year that was not learnt during your formal studies?
  - Example 1
  - Example 2
  - Example 3
9. The main barriers you find to access new knowledge are... (please tick all that apply)
  - A lack of time
  - There are no specific education materials available
  - Access to education materials is technically difficult
  - Access to education materials is expensive
  - Education materials are not in the right format
  - Education materials are not in the right language
  - I don't need to use new knowledge

- Other (please specify)

10. Which tools are you using to access new knowledge? (please tick all that apply)

- Books and book chapters
- Scientific articles
- Technical digests
- Divulgative journals
- Blogs
- Webpages
- Repositories of good practices (specify)
- Lectures in formal University courses
- Lectures in formal Vocational Education courses
- Lectures in informal University courses
- Lectures in informal Vocational Education courses
- Presentations and posters in professional conferences
- Presentations and posters in scientific conferences
- Press articles
- Informal talks with peers
- Formal exchanges in my working place (e.g. Department meetings, focus groups, etc.)
- Conversations with local practitioners (e.g., foresters, farmers, hunters, etc.)
- Informal talks with non-specialists
- Social networks (specify)
- Online courses (specify)
- Direct onsite evidence (e.g., field visits)
- Actively learning good practices in the field
- Other (specify)

**Vocational education for future professionals**

11. Do you consider that a new vocational education program specialised in ecological restoration is necessary to train future professionals?

YES (go to #12) / NO (go to #11) / I DON'T KNOW

12. If no new programs for future professionals are required, which existing vocational education programs could accommodate contents related to ecological restoration? If you do not know or do not remember the official names of these programmes, you may indicate the idea or content in your own words.
- Program 1:
  - Program 2:
  - Program 3:
13. Which topics do you consider the most necessary for a vocational education program on ecological restoration?
- Topic 1:
  - Topic 2:
  - Topic 3:
14. Would you engage as a teacher in a new vocational education program aimed at future professionals in your region? YES/NO/MAYBE/UNKNOWN
15. If teaching in a vocational education program aimed at future professionals, which contents could you provide?
- TOPIC 1:
  - TOPIC 2:
  - TOPIC 3:

**Vocational education for continuous professional education**

16. Do you consider that new vocational education programs specialised in ecological restoration are necessary for continuous professional education?  
YES (go to #17) / NO (go to #16) / I DON'T KNOW
17. If no new programs for continuous education are required, which existing vocational education programs could accommodate contents related to ecological restoration? (Please specify)
- Program 1:
  - Program 2:
  - Program 3:
18. Which should be the main topics in a vocational education program for continuous education in ecological restoration?
- Topic 1:
  - Topic 2:
  - Topic 3:
19. Would you engage as a student in a vocational education program for continuous education in your region? YES/NO/MAYBE/UNKNOWN

20. Where would you like to be informed about new education opportunities suiting your career development ? (please tick all that apply)?

- Technical journals
- Scientific journals
- E-distribution lists
- Dedicated webpage
- Newsletters
- Professional bulletins
- Social networks
- Direct communication with peers
- Direct communication with superiors in my organisation
- Others (specify)

21. The main barriers to engage in a continuous education course are... (please tick all that apply)

- A lack of time
- There are no specific courses available
- Access to courses is technically difficult
- Access to courses is expensive
- Courses are not in the right language
- I don't need to engage in new courses
- Other (please specify)

22. Which language(s) should be used in a vocational education program of your interest?

- Local language
- English

23. Would you engage as a teacher in a vocational education program for continuous education in your region? YES/NO/MAYBE/UNKNOWN

24. If teaching in a course for continuous education, which contents could you provide?

- TOPIC 1:
- TOPIC 2:
- TOPIC 3:

25. Is professional certification important to progress in your professional career? YES/NO/UNKNOWN

Thank you very much, you have reached the end of the survey. Visit [TRAINER](#) webpage for the project news and results (LINK).