

Environmental knowledge, environmental attitudes and environmental behaviours (Tests/ Questionnaires)

Development of Tests/ Questionnaires

The student questionnaire that designed to measure the intended outcomes of the conservation education program grouped into four categories:

Category: 1 Environmental Attitudes

Category: 2 Rare Vegetation Knowledge Test (Competency test used in writing to test principles, facts and other knowledge-based objectives)

Category: 3 GIS and Remote Sensing Test / Geographic Information Systems (GIS): Knowledge Base - Remote Sensing Exercises (Demonstrations of skills are particularly useful for evaluating technical skills.

Category: 4 Environmental Behaviours. Measuring Behaviour Changes (1.5 year after the training)

Part 1: Environmental Attitudes

This part of the survey is designed to determine environmental attitudes. There are no right or wrong answers, only differences of opinion. CIRCLE the letter that reflects your true feelings.

1	If a rare plant is of no use to humans, then we don't need to waste our time trying t				time trying to
	protect it.				
	Α	В	С	D	E
	Strongly Agree	Agree	Neutral	Disagree	Strongly
					Disagree
2	If I had to choose between protecting rare vegetation and creating homes for humans,			mes for humans,	
	I would choose to	o protect the area	•		
	Α	В	С	D	E
	Strongly Agree	Agree	Neutral	Disagree	Strongly
					Disagree
3	Industries should	I have to pay for a	ny pollution they	cause	
	Α	В	С	D	E
	Strongly Agree	Agree	Neutral	Disagree	Strongly
					Disagree
4	There is no point	in getting involve	d in environmenta	al issues (rare vege	etation), since
governments and industries have all the power and can do whatever they			hey want to.		
	Α	В	С	D	E
	Strongly Agree	Agree	Neutral	Disagree	Strongly
					Disagree
5	I am interested in	n spending time w	orking to help rar	e vegetation, ever	though I realize
	this will cut into my free time.				
	Α	В	С	D	E
	Strongly Agree	Agree	Neutral	Disagree	Strongly
					Disagree

Part 2: Rare Vegetation Knowledge Test (Competency test used in writing to test principles, facts and other knowledge-based objectives)

This multi-alternative test consists of 10 multiple-choice questions about the distribution of rare vegetation types common in the Gobustan National Park.

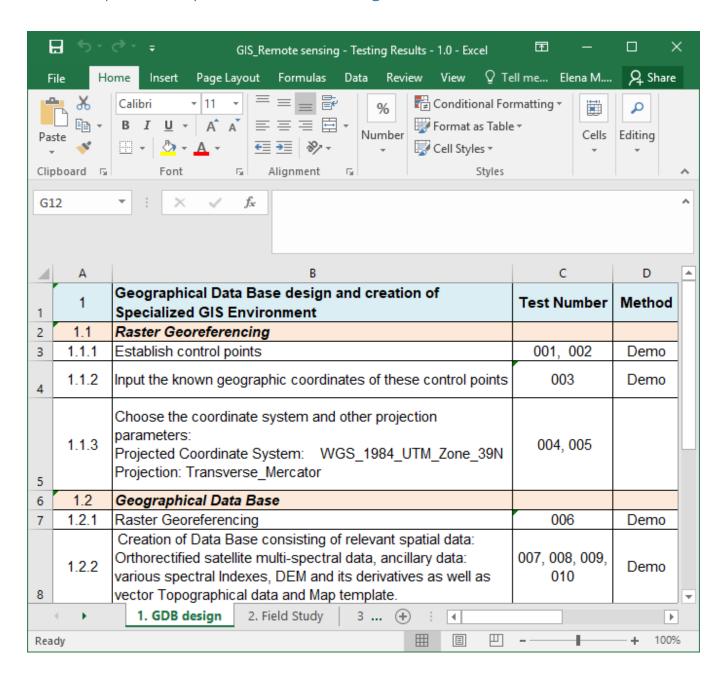
Each question has four answers. Please select the answer that you think is correct.

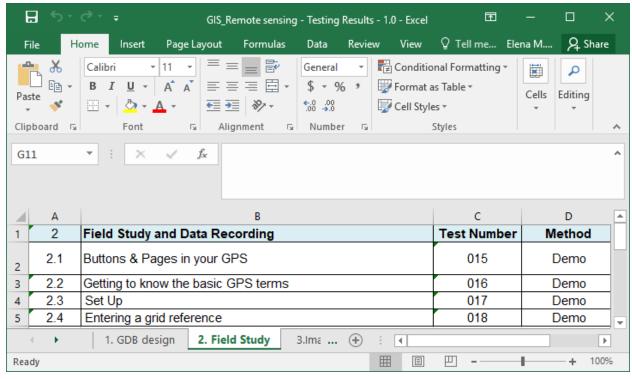
Q1	In your opinion, which of the following definitions of the region is correct?		
		South-Eastern part of the Republic of Azerbaijan	
	☐ South-Western part of the Republic of Azerbaijan		
	□ Southern part of the Republic of Azerbaijan		
		Eastern part of the Republic of Azerbaijan	
Q2	·		
		Desert	
		Shrubland	
		Desert\Semi-desert	
	☐ Grassland		
Q3	In your opinion, which of the rare types of vegetation communities monitor?		
		Tamarix	
		Suaeda dendroides/Salsola dendroides	
		Salsola Nodulosa/Artemisia Lerchiana	
		Alhagi pseudoalhagi	
Q4		rmine the type of soil and the degree of salinity for types of vegetation present in the area of interest	
		engine committy, every enter parte recomm	
		candy pane come	
Q5		our opinion, which of the following threats are most severe risk of types of plants in the area of interest?	

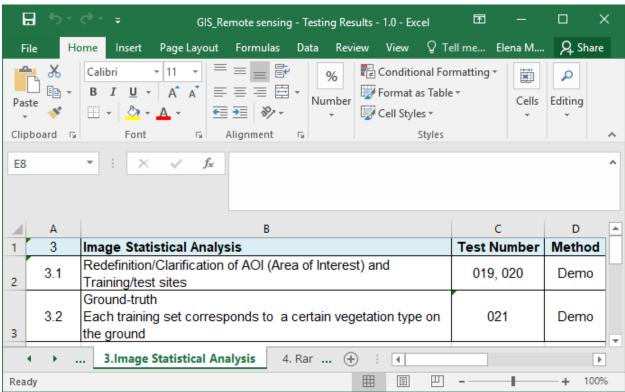
	The second and appearable discrete as a second in the area of interest
	☐ Excessive and uncontrolled livestock grazing in the area of interest
	☐ Population growth in the area of interest
	☐ Global Climate Change
	☐ Development of infrastructure in the area of interest
Q	In your opinion, how many years you need to recover a rare species of plants present in the area of interest, in the case of degradation?
	□ 1 year
	□ 1-3 years
	□ 3-5 years
	□ 10-12 years
Q7	In your opinion, which of the following rare types of plant communities were degraded in the period 2004-2016?
	☐ Tamarix
	☐ Alhagi pseudoalhagi
	□ Suaeda Dendroides
	□ Salsola Nodulosa/Artemisia Lerchiana/ Salsola Dendroides
Q8	In your opinion, which of the following rare types of plant communities have not been degraded in the period 2004-2017?
	☐ Alhagi pseudoalhagi
	☐ Tamarix
	☐ Suaeda Dendroides
	☐ Salsola Nodulosa/Artemisia Lerchiana/ Salsola Dendroides
Q9	In your opinion, in what parts of the area of interest classification results showed degradation of the rare types of vegetation?
	☐ In the northern part of the area of interest
	☐ In the southern part of the area of interest
	☐ In the "buffer" zone
	☐ In the north-western part of the area of interest

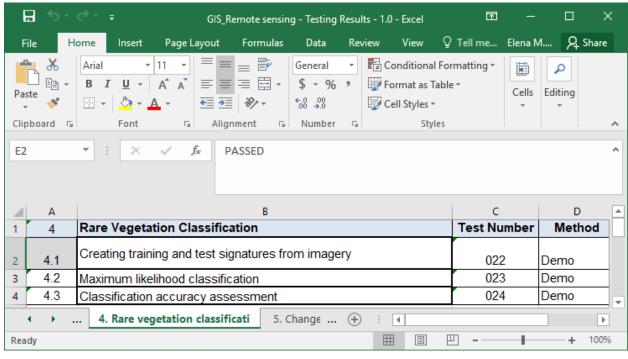
Q10	In your opinion, in which parts of the zone of interest classification results showed an increase in "Bare ground"?			
	□ In the northern part of the zone of interest			
	□ In the southern part of the zone of interest			
	☐ In the "buffer" zone			
	☐ In the north-western part of the zone of interest			

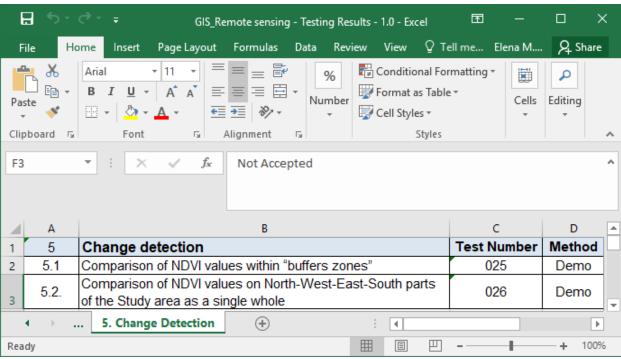
Part 3: GIS and Remote Sensing Test / Geographic Information Systems (GIS): Knowledge Base - Remote Sensing Exercises (Demonstrations of skills are particularly useful for evaluating technical skills.











Part 3: Environmental Behaviours

Table. Measuring Behaviour Change

Measurement	Pre/Post	Outcome Indicator
instrument		
Questionnaires	✓	Respondents list
		behaviours that they
		began after the program.
Observations	✓	Observer tests for the
		presence or absence of a
		number of behavioural
		criteria (i.e. classroom
		recycling program.
Interviews		Open-ended questions
		prompt interviewees to
		remark on changes to
		their behaviour.
Job Shadow Performance	✓	This tool is a test that allows the
Testing		individual conducting the follow-up
		to determine if the trainee
		remembers and applies the lessons
		from the training into their daily life
		at the workplace.

This section of the survey is designed to find out what things you do about the environment. There are no right or wrong answers, so don't worry if you have never done any these things, and don't worry if all your tick marks end up in the 'N' column. We ask only that you be truthful as you answer these questions.

Mark the answer that is closest to the right answer for you:

N - stands for never or no R - stands for rarely (three or four times a year

S – stands for sometimes (three or four times a month)

U – stands for usually, or yes (most of the time you have the chance)

I talk with friends and colleagues about helping rare types of	N	R	S	U
vegetation in Gobustan				
I am a member of an environmental club or group				
I appeal to responsible persons and politicians with questions				
about protection of rare types of vegetation in our country				
I work on outdoor projects to improve the environment				
I read literature on the environment (including flora and				
fauna in Azerbaijan) for entertainment only				

Part 4: Measuring Behaviour Changes (1.5 years after training)

Please indicate whether you have completed each of the job tasks taught in the course. If you indicate that you have not completed a task, you will be asked in the following question to identify why not.

A. Implementation at my workplace practices resulting from the course.

	Yes	No
If not ,	please select why	y not from the following list:
0	Your unit does no on	d the opportunity to perform the task ot have the software and equipment that the graduate was trained the skills or knowledge to perform the task
	m continuing wo	ork on the three problems that were presented during the
(1) De	finition of threats	s of threats to rare vegetation types in Gobustan:
Yes	No	
If not ,	please select why	y not from the following list:
		d the opportunity to perform the task the skills or knowledge to perform the task
	entification of thr ng technologies:	reats of rare types of vegetation in situ using GIS and Remote
Yes	No	
If not ,	please select why	y not from the following list:
0	Your unit does no trained on	ot have the software and equipment that the graduate was
0	You do not have t	the skills or knowledge to perform the task
(3) Pu	blic relations with	h stakeholders on conservation of rare vegetation types:

If not , please select why not from the following	ng list:
You have not had the opportunity to pSomeone other than you performs this	
C. I am involved in the work on projenvironmental situation in our country	ects that contribute to improving the
Yes No	

If **not**, please select why not from the following list:

No ____

Yes____

- o You have not had the opportunity to perform the task
- o Someone other than you performs this task at your unit