

## Large Scale Conservation

### *Integration of Education and Large Scale Conservation*

Chair: Judy Braus

Here is our list of seven prioritized recommendations focusing on integrating education into large-scale conservation. During the session, there were differences of opinion regarding how this list should be put forward—whether the list should be turned in as prioritized using the “dot” method or whether all of the recommendations should be given equal priority. They are shown here in prioritized order.

Recommendations:

**Capacity Building (19):** Agencies, universities, NGOs, and others responsible for training of professionals in large-scale conservation should ensure that: (1) training programs for educators equip those educators to work collaboratively with specialists in other disciplines, (2) specialists in non-educational disciplines appreciate the power of learning and, therefore, value the potential contribution of educators in adding value to their work.

**Research Funding (17):** NSF, universities, foundations, and other government and state agencies should commission research into: (1) *learning across geopolitical, social, and institutional boundaries* to build capacity for large-scale conservation (2) how to achieve and evaluate this learning.

**Economics (14):** Agencies, educational institutions, and NGOs should educate constituents, students, and members about the tensions between economic growth and ecological, economic, and social sustainability. (This one was originally worded as follows, but the planning team felt the above was more appropriate. We’ll leave it to your staff to make a final decision. *Agencies, education institutions, and NGOs should educate constituents, students, and members about the fundamental conflict between economic growth [a function of increasing population and per capita consumption] and ecological, economic, and social sustainability.*)

**Learning from Others (14—combined two):** Organizations, agencies, universities, and funders working in large-scale conservation should promote cross-jurisdictional and interdisciplinary staff training and capacity building. Two-way learning/exchange of professionals from U.S. and other countries helps build/share local knowledge.

**Lessons Learned (7—combined two):** A consortium (universities, NGOs, agencies) should capture, catalogue, and make available the conservation education success stories in a national archive (i.e., at NCTC). Look at examples of where federal agencies are collaborating/sharing resources.

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**Increase Access (7):** Conservation education professionals should ensure that materials and training are appropriate and accessible for target audiences by using a participatory development process that reflects diverse cultures, interests, and backgrounds.

**Policy (7):** Issue an executive order that establishes a national conservation education training policy for all conservation professionals. This policy will develop the competencies necessary for natural resource managers to effectively integrate education into large-scale conservation.

**Other Recommendations:**

Conservation and education professionals should make security issues central in their promotion of sustainable development to make conservation issues more relevant to the interests of the public. (6)

Fish and Wildlife Service and other agencies should integrate human dimensions of conservation into their missions. (2) And all federal natural resource agencies should be mandated to develop human dimension approaches to conservation as fully as they have developed other approaches (biological, habitat, and law enforcement). (6)

Federal agencies and conservation organizations should promote cross-fertilization among organizations by promoting mandated sabbaticals and other collaborative staff development activities. (6) *[NB: this might be able to be combined with the “Learning from Others” priority recommendation above.]*

Foundations, federal agencies, and multilateral donors should include education as an integral component in guidelines and requirements for conservation grants and loans. (3)

Conservation professionals need to be sensitive to the cultural context in which they are working. (3)

Curriculum developers in high schools and universities should infuse varying perspectives on ecological economics throughout their curriculums. (3)

Incentive programs should be created to encourage and cultivate new charismatic leaders (through fellowship programs, awards, etc.) and help increase the size of the conservation constituency. (3)

Education professionals need to develop programs that help people connect their local actions to global issues, mentally scaling up their role in conservation. (2)

Educators and scientists should work together to develop frameworks for quality decision making where scientific evidence is conflicting. (1)

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Congress should enact legislation to require natural resource agencies to create incentives for community-based landscape-level efforts.

Natural resource managers and conservation educators should work with agricultural communities (“primary producers”) to co-develop courses that teach about sustainability.