

## Cooperative Conservation in BLM Courses

### Guidelines for examining the level of “Cooperative Conservation” in courses currently offered, courses in a redesign phase and new course designs

**Goal:** Support increased participation by all parties in the management of public lands and resources by ensuring the inclusion of “Cooperative Conservation” concepts in all appropriate BLM courses.

**The ten  
Cooperative Conservation  
take away messages:**

Community health, ecological integrity and the community’s capacity for stewardship improve when:

1. Collaborative efforts are tied to a citizen-defined geographic place in which citizens live, work and / or play.
2. Citizens have a direct and meaningful role in and accountability for solving issues that affect them.
3. Problems are resolved by extending meaningful involvement to all citizens. No one can go it alone.
4. Government entities interact with citizens in a climate of collaboration, trust and mutual respect.
5. Knowledge and resources are developed and shared within government entities and communities.
6. Local wisdom is integrated with credible science to inform decision-making.
7. People move from personal points of view toward common viewpoints.
8. Government entities are available, open, and receptive to community interests; they use locations, language, and communication methods commonly used by communities involved..
9. Ecosystem integrity, social vitality and economic productivity are viewed as interdependent.
10. Procedures and processes are transparent thus promoting open accountability and trust.

Cooperative Conservation is about agencies, citizens and partners committing to work together to resolve problems, implement decisions on the ground, and monitor and evaluate the effectiveness of decisions.

**Need for  
take away messages:**

For each course ask the following:

To what degree does the course incorporate and support the Cooperative Conservation Take Away Messages?

- a. Supports the messages adequately and we will continue to look for ways to improve.
- b. Does not support the messages adequately or at all and we need to better incorporate the messages into the course.
- c. This course does not include any issues involving cooperative conservation so no changes are needed.

**Opportunities to add take away messages:**

For each of the course components listed below there may be opportunities to incorporate some or all of the Cooperative Conservation Take Away Messages. The questions are designed to assist coordinators, instructional specialists and instructors identify potential opportunities. These questions are a guide to stimulate thinking. Some may not apply to every course. The list is not inclusive.

- 1) Course needs assessment
  - a) Should the needs assessment for this course or program include community members and other non-BLM persons or entities?
  - b) Should the needs assessment attempt to evaluate the Cooperative Conservation knowledge, skills and abilities of the survey target audience?
- 2) Design team
  - a) Would the course design benefit by including a community member or partner on the design team?
  - b) Should the design team include members with experience and knowledge of the Cooperative Conservation take away messages?
- 3) Course target audience:
  - a) Would this course benefit by including community members or other non-BLM persons in the target audience?
  - b) Would this course benefit by marketing it to an expanded audience?
- 4) Course objectives, competencies and evaluation:
  - a) Do any of the objectives or competencies have to do with customer service, partnering with non-BLM groups or entities, working with or listening to citizens or supporting other employees who work with citizens?
  - b) Should Cooperative Conservation skills and knowledge be included in the employee competencies?
  - c) If collaboration messages are part or should be part of this course, how can the take away messages be built into all levels of course evaluations?
- 5) Topic presentations:
  - a) Do any of the instructional topics involve working with citizens or entities outside BLM?
  - b) Do any of the instructional topics present opportunities to involve citizens or entities outside BLM?
  - c) How can the Cooperative Conservation take away messages be incorporated throughout the course?
  - d) Are there any collaborative messages in this course that can be expanded on?
  - e) Is the vocabulary and phraseology used in the course consistent with the Cooperative Conservation take away messages? Is there any non-collaborative language that could be modified or removed?
- 6) Case studies, scenarios or role plays:
  - a) Do any of the case studies, scenarios or role-plays that involve working with citizens or entities outside BLM take the opportunity to address issues on collaboration?
  - b) Is there any opportunity to add case studies, scenarios or role-plays that will support both the course objectives and Cooperative Conservation take away messages?
- 7) Instructors for the course:
  - a) Would any topic benefit from having a community member or non-BLM person involved in collaborative relationships serve as an instructor?

**For further information:**  
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