

## **Burren Life: Follow up to discussion of Action B3 Conservation Management, 27/2/13**

### **Preface**

This document is intended as a follow-up to the discussion of Action B3 Conservation Management on 27th February 2013. It is a basis for further discussion, suggests key principles and the next steps.

### **Key Principles**

- There needs to be strong integration between Action B1, Action B2 and Action B3. One way of articulating this is to say that Tourism Enterprises (B1) are a key sector and that development, delivery and outcomes from B3 should be focused on the areas that were identified on 27/2/13 as the focal areas for actions under B2.
- In the minutes of the Burren Life steering committee meeting of 14th February a Transferable tool kit and Integrated policies for visitor management and promotion of natural and heritage sites were identified as the key outcomes. These are linked (and in the context of the project the areas identified in B2 provide the nexus) but require different approaches.
- Most of the discussion focused on the Transferable tool kit. Here it was agreed that a suitable model might be to think of the delivery of 3 modules in Conservation Management over the active duration of the project.
- I would suggest the following:
  - Credit model should be the ECTS (European Credit Transfer System) where 100 hours equates to 5 credits (that 100 hours can be cut a number of different ways, but widely used approach is 20-30 formal contact, 80-70 autonomous student learning. Outcomes linked to the level at which the learner is at.
  - Delivery to focus on active learning/engagement, in the field
  - Delivery to be in period October-April
  - Delivery to be based on 3-4 days per module – lectures/seminar in morning, field trip/case studies in afternoon [7-8 formal contact hours per day]. Hence each module has 3- 4 themes/blocks
  - Field trips/work to be located/focused on the action areas under B2.

## **The Modules**

1. *Burren Basics* - covering a wide range of topics – the necessary tools

Landscape/Historic environment/Biodiversity/Sustainable Living/Sources for knowledge/Engagement

2. *Burren – Understanding the Landscape*. Building on the basics to develop understanding and skills in reading the landscape.

Key theme – integrated approach to the natural and cultural landscape

3. *Burren – Engaging with the landscape*. Building on the basics to develop skills in engaging young and old, student and tourist with the Burren

Key theme – Communication for a sustainable future for all.

## **The context**

Following on the meeting Tina very kindly sent me the following:

*Training proposal for the Burren EcoTourism Network (2011)*

*A review of Heritage Education and Training in the Burren (2012)*

*Action Research Project on Sustainable Tourism Evaluation and Benchmarking for the Burren and Cliffs of Moher Geopark (2013)*

These documents make clear that considerable time and commitment has been already been given to exploring relevant issues by BEN and BurrenBeo and that a considerable diversity of conservation management education is currently being delivered. This could be very usefully drawn on in developing the B3 course provision and it would be imperative to avoid duplication. It is important to note that the *Review (2012)* includes (in Part 3) an outline of a possible heritage course in the Burren based on the identification of key resources and training needs.

## **The next steps**

A focused discussion with the current key providers of Conservation Management education on and in the Burren (critically BEN and BurrenBeo) to discuss the development of the three modules sketched out above in the context of Burren Life B3. The focus of this discussion should be how the proposed modules, or other course provision that might arise from the discussion, will complement and enrich existing course provision while directly addressing the need to achieve key outcomes under Action B3.

