

Research-based learning in neglected biodiverse ecosystems of Brazil

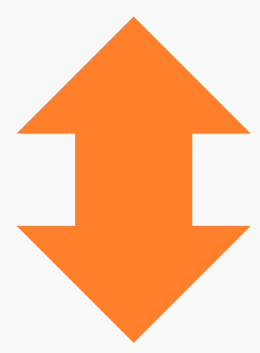
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AICHI BIODIVERSITY TARGETS



Understand values



Improve knowledge

Innovative teaching and communication strategies that are integrated with biodiversity research have a high potential to raise awareness among the younger generation and the general public, to increase the level and depth of biodiversity education, and to fill gaps in our knowledge on determinants of biological diversity, and sustainable use and conservation of natural resources.

NEGLECTED ECOSYSTEMS

Brazil, being the country with the world's greatest biological diversity, has an enormous significance for meeting the targets of the CBD. However, the conservation spotlight in Brazil is on forest ecosystems, neglecting several others. In this project we will focus on these neglected, non-forest ecosystems such as Restinga, Canga, Campus rupestre.

MAIN OUTCOMES OF OUR PROJECT

- Establishment of a long-term, robust teaching cooperation by introducing courses on biodiversity with focus on neglected ecosystems into the curricula of all partner universities
- Knowledge gaps on neglected ecosystems are identified and targeted through research-based learning in different regions of Brazil, compared with equivalent situations in Germany
- Transfer of knowledge on biodiversity and relevant concepts and methods among the partners
- Dissemination of newly generated knowledge about the biodiversity and vulnerability of neglected ecosystems through university teaching, distance learning institutes, institutions supporting political discussion and decisionmaking, and communication events
- Development of strategies for conservation and management of biodiversity in non-forest ecosystems
- Raised public awareness of the value and vulnerability of neglected ecosystems and increased dialog between science and policy makers

Research-based teaching in neglected ecosystems

Activities

Joint field work / excursions to:

- field stations (LTER)
- ecosystems in Brazil
- ecosystems in Germany

Outputs

- primary data
- original materials
- field observations

Focus groups

- students
- professors / teachers

Transfer within the universities

Activities

Establishment of:

- thematic labs
- summerschools
- workshops

Outputs

- learning units for distance teaching
- conferences / exhibitions
- curricular development

Focus groups

- professors / teachers
- students

Dissemination

Activities

Involvement of:

- guest researchers
- environm. practitioners
- universities
- public
- NGO's
- industry

Outputs

- expansion and consolidation of partnerships

Focus groups

- e.g. University of Ouro Preto
- e.g. Vale S.A. (Mining)

Fig. 1: Structure of project components and phases.

INDICATORS OF SUCCESS

- Relevant (interdisciplinary) content and material will continue to be part of teaching and research after the end of the project's lifetime
- Stakeholder and partners are identified and connected
- Specific programs on the biodiversity conservation of neglected ecosystems are firmly established
- Strategies and recommendations for the conservation of neglected ecosystems are available, documented and published
- Extracurricular learning venues on biodiversity are available