

# Guidelines for HCTF Grizzly Bear Education and Viewing Proposals

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## BACKGROUND

These guidelines were developed to ensure proposals submitted to the Habitat Conservation Trust Foundation (HCTF) Grizzly Bear Conservation Surcharge fund meet the requirements for education and viewing objectives. It is intended the guidelines will facilitate: 1) the development of more effective grizzly bear education and viewing proposals, and 2) the review and evaluation of proposals that contain objectives related to education or viewing.

### *Relevant HCTF Strategic Objectives*

Both education and viewing projects can potentially help achieve Goal 2 of HCTF's strategic plan (HCTF 2009), that is:

“More people use, enjoy, and participate in the conservation of British Columbia's fish, wildlife, and environments.”

Education projects are specifically supported by Objective 2.2:

“Increase British Columbians' level of engagement in activities that promote environmental understanding and resource stewardship.

HCTF will:

- Invest in effective conservation information, education, and demonstration programs and activities.”

Viewing projects are specifically supported by Objective 2.1:

“Increase the levels of participation and satisfaction in activities that responsibly use fish and wildlife resources (fishing, hunting, trapping, and wildlife viewing).

HCTF will:

- Invest in projects that promote the responsible use and enjoyment of fish and wildlife.
- Increase awareness about the benefits of outdoor activities that involve consumptive and non-consumptive uses of fish and wildlife.”

## ***Education Proposals***

Education activities should not be just an add-on piece to other project objectives rather they should be an integral part of the project plan and support the overall project goals. A good education proposal is tightly integrated with project objectives and defined to create specific changes in condition, human behaviour, and awareness.

Education proposals should include the following six components, which will be used to assess the relative value of the proposal:

- 1) What is the problem being addressed? What is the current versus the desired situation? What are the goals (desired situation) for the education plan? These goals will usually involve changing the behaviour of a target audience, members of which make decisions that affect the desired situation. Education goals should be specific, measurable, achievable, realistic, and time-based (SMART).
- 2) Who is the target audience? Identify the people whose behaviour you want to change. Target audiences may include:
  - people who live in bear country, such as ranchers and farmers, rural residential homeowners, or First Nations,
  - people who work in bear country, such as hunting outfitters and their guides, bear viewing companies and their guides, trappers, and field workers associated with forestry and silviculture, mining, oil and gas, and field biology,
  - people who enjoy outdoor pursuits, such as hunters, anglers, hikers and backpackers, mountain bikers, and wildlife viewers,
  - provincial or local government decision makers, the scientific community, school children, or Wild Safe coordinators.
- 3) What are the education messages, activities, tools, or technologies that will be used to help the target audience learn how their behaviours affect or contribute to the problem (guiding the target audience)? It is important that effective tools, materials, and teams (including extension specialists) are adequately described. It may be advisable to consult with a small focus group from the target audience during development of the extension products to ensure the products create two-way education rather than just one-way information dissemination. If education products are going to be developed in this way, then this should be specified in the proposal.

- 4) How will you help the target audience learn about how small changes in their behaviours (decisions) can reduce or ameliorate the problem (build capacity)?
- 5) How will you evaluate how people have changed their behaviour (i.e., evaluation of the SMART objectives), or secondarily, measure changes in knowledge, awareness, and aspirations?
- 6) Documentation of how the education products contributed to remedying the problem.

As an example of the above components, rather than a broad goal such as “Reduce human-bear conflict mortality” an education goal needs to be made more specific, measurable, achievable, realistic, and time-based (SMART). So instead it might be “Reduce human-bear conflict mortality among mining camps (specific) to 50% of current levels (measurable, achievable and realistic) by 2023 (time-based)”. This would need to be followed with an explicit identification of the target audience, e.g., camp managers or maintenance staff. Then, the behaviour that you want to see changed (or outcome that you want to happen) needs to be identified, e.g., no bear attractants available outside of buildings. Then you would have to help these people learn how their behaviours affect or contribute to the problem, followed by working WITH them to identify opportunities for improvement (this is the 2-way communication part). Finally, the proposal should include a component that will evaluate how these people have changed their behaviour. The final report should document how the education activities contributed to remedying the problem.

### ***Viewing Proposals***

Viewing is also known as non-consumptive use. It primarily refers to guides and tour companies taking people to areas to view bears in the wild.

#### **Objectives**

Viewing proposals should address one or more of the following objectives:

- Increase capacity for sustainable bear viewing management
- Maintain sustainable grizzly bear viewing opportunities
- Maintain healthy grizzly bear populations

#### **Major Criteria for Assessing Priority**

How does the proposal relate to one or more of the viewing objectives above, that is:

- How does the proposal address the sustainability of viewing?
- How does the proposal address the need for provincial, regional, or site-specific management plans?

- How does the proposal address the need for general viewing guidelines and Best Management Practices?
- How does the proposal increase knowledge regarding the potential positive and negative influences of viewing on individual grizzly bears or grizzly bear populations?

Marshall (2007) summarized literature on the interaction between humans and bears at bear viewing areas and the positive and negative effects of bear viewing on bear behaviour and habitat use. Consequently, proposals that address the need for general viewing guidelines or Best Management Practices and provincial, regional, or site-specific management plans will be given higher priority than those specifically researching the effects of viewing on bears.

## LITERATURE CITED

Compass Resource Management. 2009. Ministry of Environment priority setting workshop for grizzly bear funding in British Columbia, October 7-8, 2009. Ministry of Environment, Victoria, B.C. 32 pp.

Habitat Conservation Trust Foundation. 2009. Strategic plan. Habitat Conservation Trust Foundation, Victoria, B.C. 16 pp.

Marshall, S. 2007. Synthesis of bear viewing literature. Ministry of Environment, Victoria, B.C. 40 pp.

## ACKNOWLEDGEMENTS

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Please send any comments or suggestions for improving the utility of the guidelines to [Manager, HCTF Biological and Evaluation Services](#).