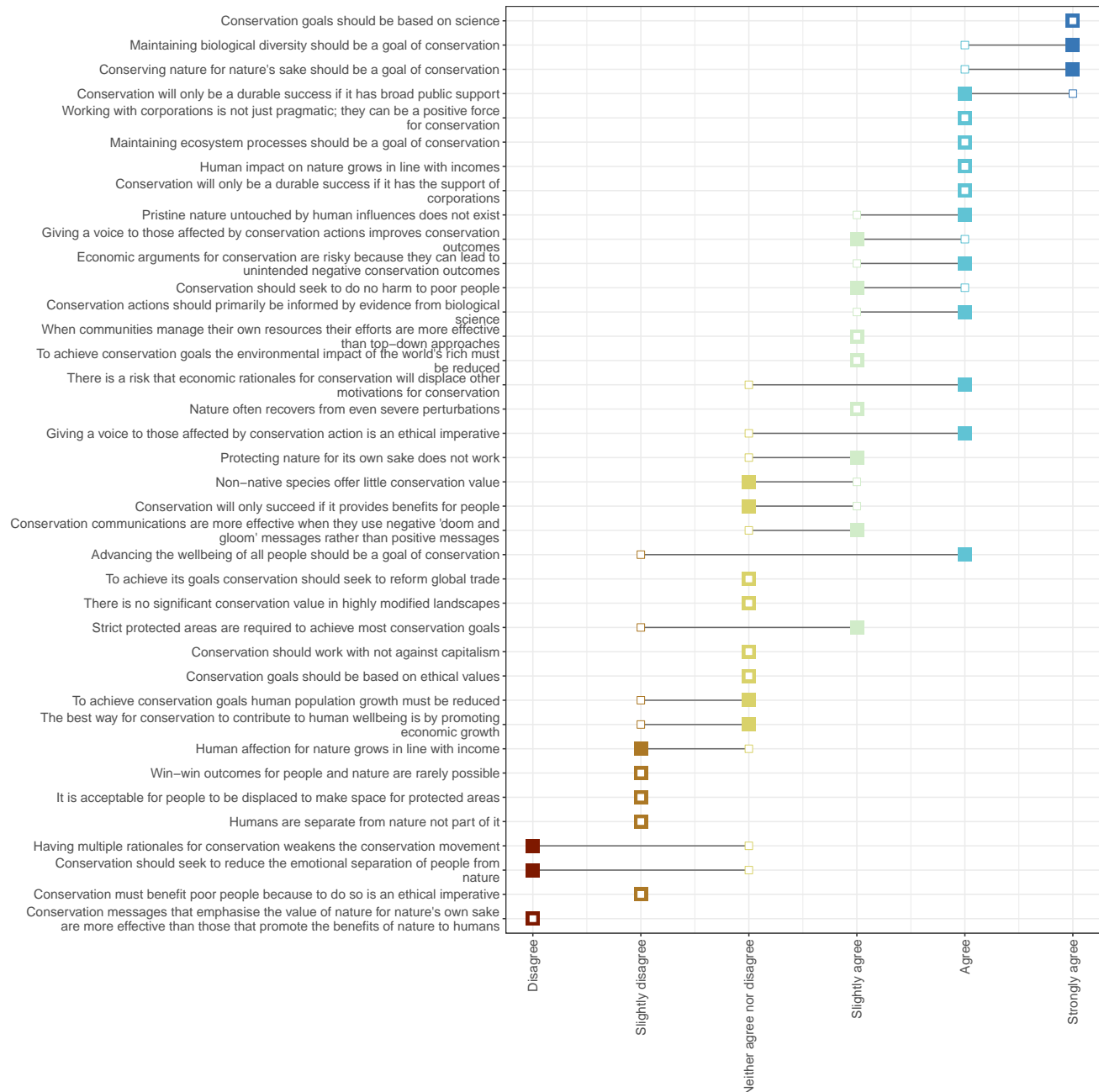


# Conservation Education Before-After Study

## Personalised summary of your before-after survey results

Thank you for participating in the Conservation Education Before-After Study. This is a bespoke summary of your before-after survey results. In both surveys you were asked to indicate to what extent you agreed or disagreed with 38 statements about conservation. The 38 statements were developed by the Future of Conservation project and represent different positions in the 'new conservation' debate. For further information on these statements and the new conservation debate you can explore the published Future of Conservation paper [here](#) or visit the [Future of Conservation project website](#). The following graph shows your before and after survey responses to each of the statements.



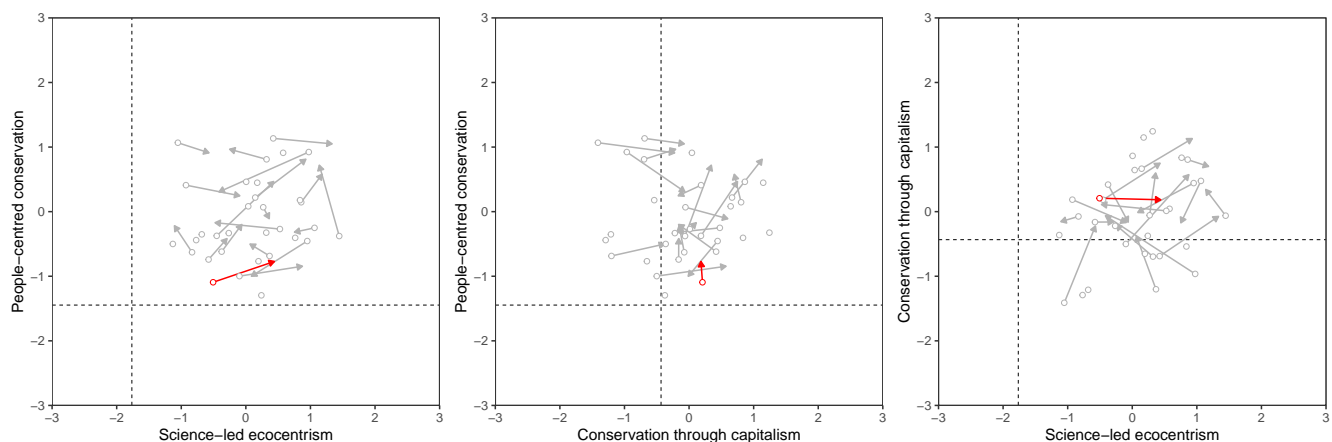
**Figure 1 | Summary of your before-after responses to each statement** Smaller, open squares represent your before survey responses and the larger filled squares represent your after responses. A small white square on top of a larger coloured square indicates that you selected the same response in both the before and after survey.

The Future of Conservation team identified that some of the 38 statements are strongly associated with three dimensions of conservation perspectives (see Table 1). The first dimension is called ‘people-centred conservation’ and relates to the role that participants and stakeholders play in conservation. The second dimension is called ‘science-led ecocentrism’, referring to the role that science plays in decision making and places an emphasis on the preservation of intact ecosystems. The third dimension is called ‘conservation through capitalism’ and this dimension relates to the role of corporations and market-based tools in conservation. These three dimensions can help to interpret your conservation perspectives and consider how your views compare to other students in the module.

**Table 1 | Summary of the statements that load strongly onto each dimension.** Statements in each dimension are ordered from most strongly positive loadings (top) to most strongly negative loadings (bottom). Positive loadings are shown by “+” and negative loadings by “-”.

Dimension	Statement	
People-centred conservation	Giving a voice to those affected by conservation action is an ethical imperative	+
	Conservation must benefit poor people because to do is an ethical imperative	+
	Conservation should seek to do no harm to poor people	+
	Giving a voice to those affected by conservation actions improves conservation outcomes	+
	Advancing the well being of all people should be a goal of conservation	+
	Conservation goals should be based on ethical values	+
	When communities manage their own resources their efforts are more effective than top-down approaches	+
Science-led ecocentrism	Conservation actions should primarily be informed by evidence from biological science	+
	Conservation goals should be based on science	+
	Maintaining biological diversity should be a goal of conservation	+
	Conserving nature for nature’s sake should be a goal of conservation	+
	Maintaining ecosystem processes should be a goal of conservation	+
	To achieve conservation goals human population growth must be reduced	+
	Strict protected areas are required to achieve most conservation goals	+
Conservation through capitalism	Working with corporations is not just pragmatic; they can be a positive force for conservation	+
	Conservation should work with not against capitalism	+
	Conservation will only be a durable success if it has the support of corporations	+
	The best way for conservation to contribute to human wellbeing is by promoting economic growth	+
	Economic arguments for conservation are risky because they can lead to unintended negative conservation outcomes	-

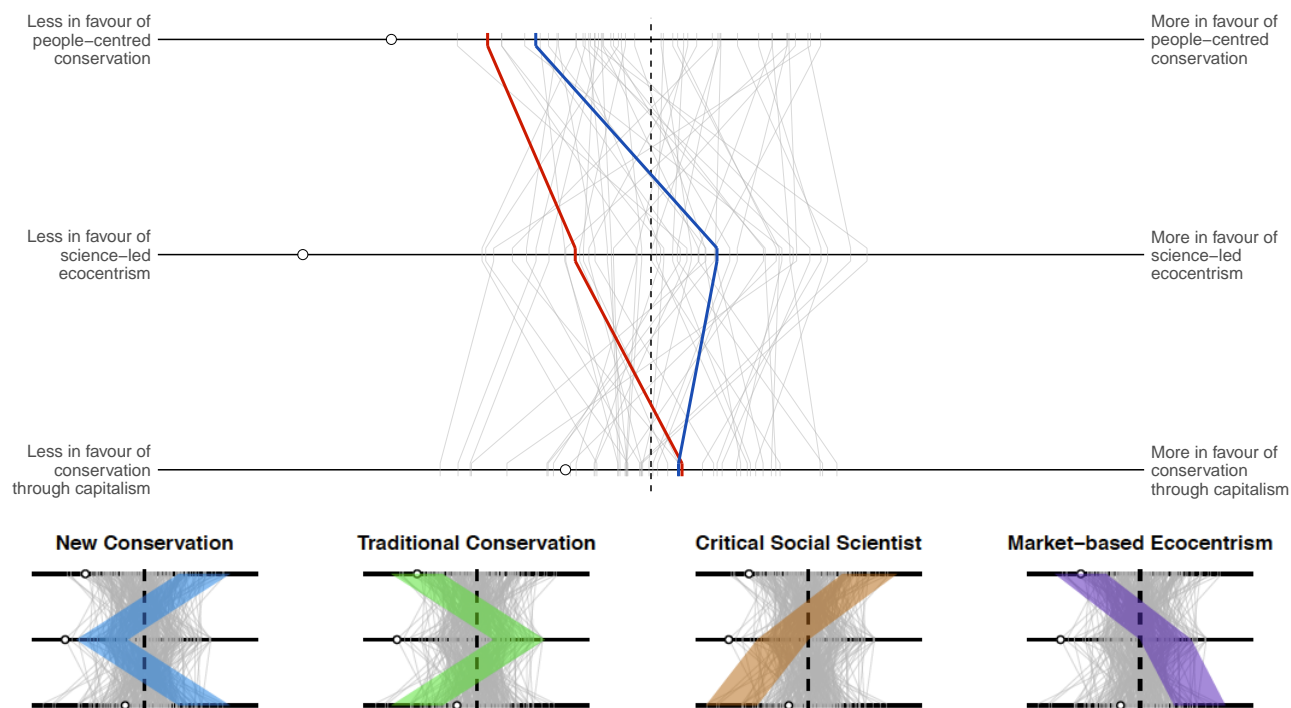
We have plotted your dimension scores in following scatterplots. Each scatterplot is a pair of the three dimensions and the dashed lines indicate the ‘neutral’ score that would result from answering ‘neither agree nor disagree’ to every statement in the survey. The scatter plots show how your dimension scores may have changed between the before and after survey. You can also compare your direction of change to other students in the module.



**Figure 2 | Scatterplots of your before after results** Your dimension scores are shown in red. The red circle is your before score and the arrow head is your after score. The dimension scores of other students in your module are shown in grey.

The Future of Conservation project discussed four recognised positions in published literature relating to conservation debates. The first position is known as ‘new conservation’ and is strongly opposed to the ‘traditional conservation’ viewpoint. The third position is known as ‘critical social science’ and the fourth position ‘market ecocentrism’.

Each of the positions can be described in relation to the three dimensions discussed. To help with interpreting your dimension scores, we have plotted each of your dimension scores onto three horizontal axes. Your before survey dimension scores have been connected with a red line and your after dimension scores with a blue line. Below the parallel coordinates plot we have added a panel which shows the patterns that are associated with each of the four positions discussed in the Future of Conservation research. The before and after dimension scores of other students in your module are shown as grey lines.



**Figure 3 | Parallel co-ordinates plot of your before and after positions on the three dimensions** The red line shows your 'before' dimension scores and the blue line shows your 'after' dimension scores. The grey lines are the dimension scores of other students in your conservation module.

Using the parallel coordinates plot and the lower panel, you may be able to interpret which of the four positions your views align with. However, it is important to note that the four positions do not represent all of the perspectives that exist in the conservation community. This project will be using qualitative methods alongside these surveys to further explore how students' views may be more diverse in practice than these four named positions.

### Conclusion

We hope this feedback is of interest to you and that it creates some interesting discussions with your peers and educators. This data will be used as part of an ongoing PhD project about conservation higher education. Alongside this module before-after study, we are running a degree before-after version which will explore conservation degree students' views over the course of their academic year. If you would like to follow our research progress, please visit our [project webpage](#) where we will be adding updates and linking to any research outputs.

Thank you for participating in this before-after study!

*Helena Slater*

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