



TREPA

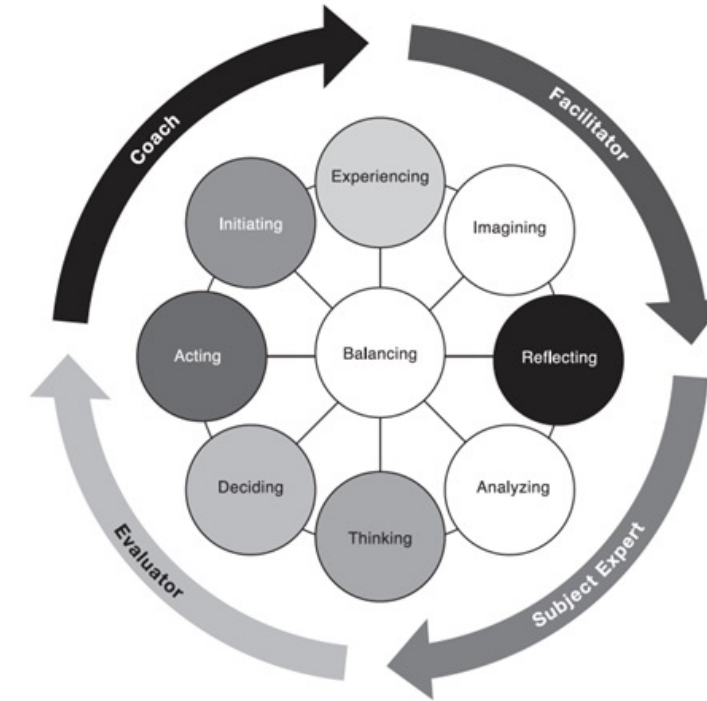
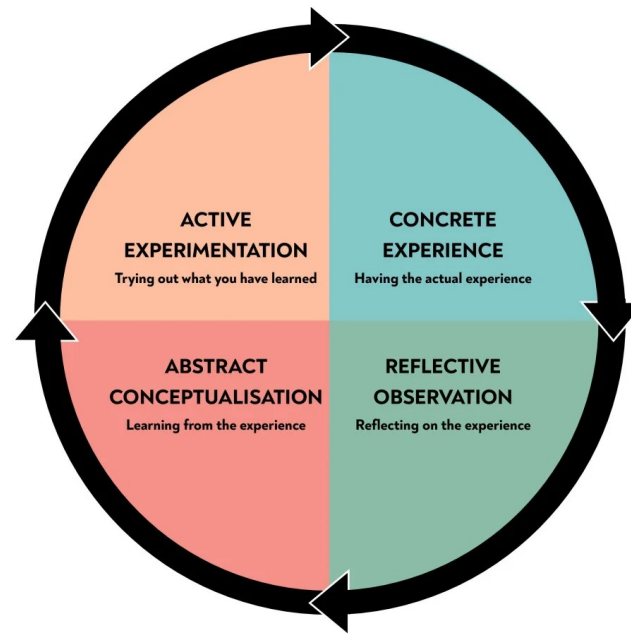
| Threat Reduction for the
Environment, People, and Animals

Prof. Alan Gardiner
Southern African Wildlife College



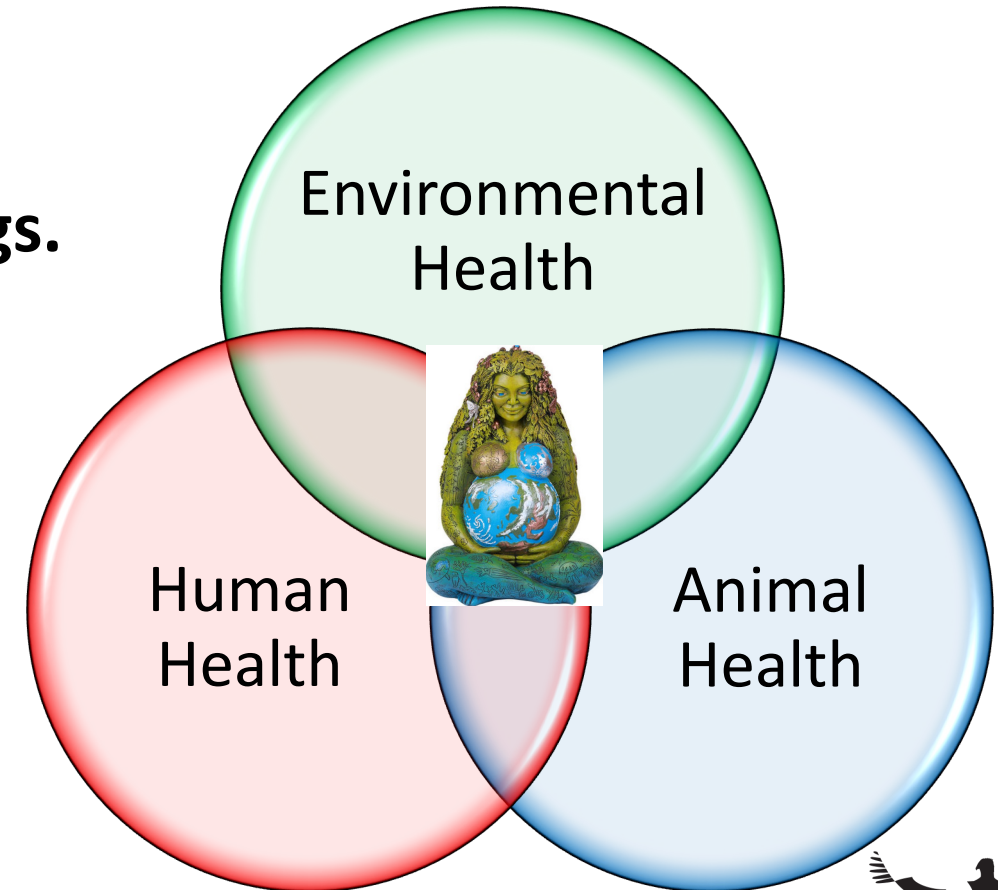
Experiential learning

Studies in Logical Theory (Dewey et al. 1903) *Art as Experience* (1934), *A Common Faith* (1934), *Freedom and Culture* (1939), *Theory of Valuation* (1939), and *Knowing and the Known* (1949), the last coauthored with Arthur F. Bentley.
Experiential learning (Kolb 1984) 40 years ago.



Six Holistic Longitudinal Studies

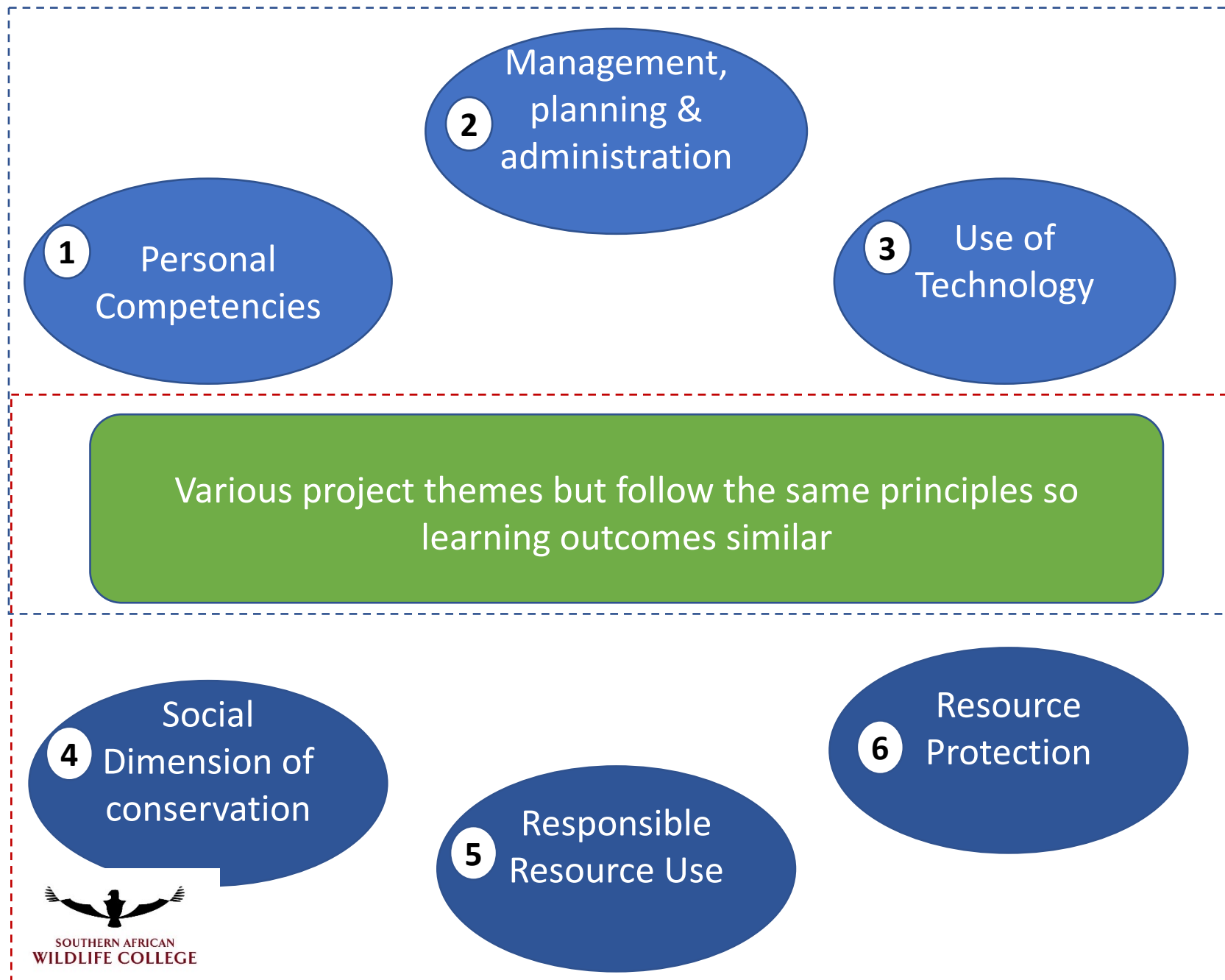
- 3000-1000 BC Gaia- mother of all life.
- 1866-Ecology the economies of living things.
- 1969 Gaia theory.
- 1970 Transdisciplinarity.
- 2004 One World **One Health**.



Objectives

- To develop meaningful applied research projects.
- Use long-term/longitudinal studies to improve professional practice in conservation.
- To develop HET material appropriate for the conservation industry (appropriate curriculum & research).
- The use of innovative technologies such as ESRI, Spatial Monitoring and Reporting Tool (SMART), EarthRanger, Drones etc.
- To produce a workable method for data storage and sharing within SAWC.
- To use training time in a realistic applied learning environment and improve our education, training and teaching methods (**Experiential learning**)





Six Longitudinal Holistic Applied Projects in place by 2025 (WIL)

1. Regenerative or planned Grazing – A route to restoring ecosystem services and biodiversity in the lowveld.
2. Climate Change - what is happening???
3. Resilient Landscape-Resilient Communities-Community led Landscape Mgmt.
4. The protection of endangered species (**Vultures** as an example).
5. Resource protection activities on Kempiana using an inclusive, responsible and holistic approach.
6. Towards a sustainable environment on the SAWC campus.





General outputs

- Making a difference in our transfer of skills
- Make an impact on our ability to produce a healthy life style

Thank You, Enjoy Your Stay





Welcome to the TREPA Indaba!

We have **two** goals:

1. Participant participation and contribution to development of TREPA project questions, methods and outcomes,
2. Sharing, learning, and coming together

Why are you here?



To *LEARN* as a *TEAM*

TREPA is a *diverse* team...

- People
 - age, gender, nationality, marital status, urban and rural living, languages, religions, cultures, traditions
 - lived experience and expertise
- Places
 - GLTFCA/ South Africa and Mozambique
 - public, private, communal lands
- Perspectives
 - leaders
 - scientists
 - decision makers
 - veterinarians

Our diversity is our privilege for learning.

Teamwork can be hard, but the people at this Indaba are ready!

This means participants should try to bridge different cultures, traditions, gender differences and ages to their learning.



- Conservation biology, socioecological systems
- Criminology, crime control, justice, prevention
- Risk analysis, mgmt comms, decision-making

- Pathogen ecology, zoonotic disease spillover
- Pathogen detection, surveillance
- Epidemiological risk assessment
- Health security
- Determine diagnostic capacity
- Stengthen diagnostic services

- Spatial patterns, dynamics (local to global)
- Optimal resource location
- Remote sensing, participatory mapping, GIS
- Spatial & spatio-temporal statistics

- Network designs, patterns, dynamics
- Limited resource allocation, optimization
- Simulation, ML, evidence-based decision-making
- Dynamic linkage between component parts

Country

Governance

- Private Sector
- Government
- NGO
- Community

Research

- Disciplinary Experts
- Affected Sectors
- OH Experts
- Local People

Stakeholders

- Health Workers
- Leaders
- Facilitators

Objective 1
Knowledge & Learning

Objective 2 & 3
Risk Reduction

Risk Assessment

OH System Analysis & Monitoring

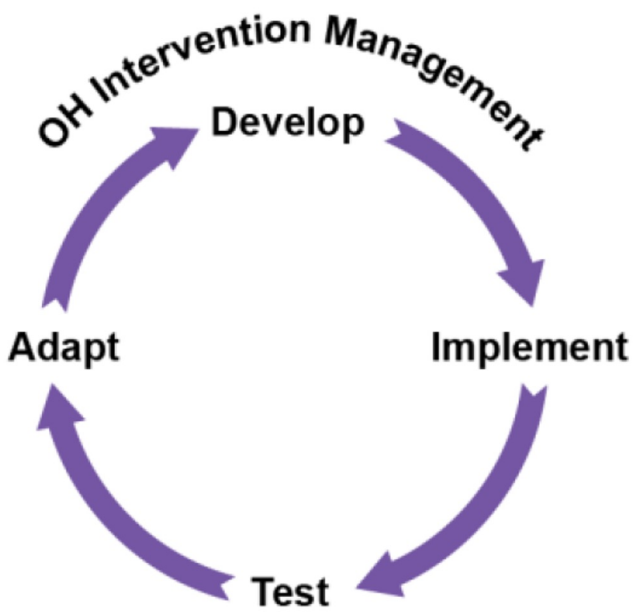
Human Subsystem

Animal Subsystem

Transmission Dynamics

Environment Subsystem

Interfaces



What are we going to
do here?



We are here to learn
through **shared
experience**



The structure of the Indaba is intentionally designed to foster networking, experiential learning, collaborating and sharing ideas to promote knowledge exchange and learning from experience among participants.

Experiential Learning

- Awareness of others perspectives
- Receivers of information are creators of information
- Spaces are created for activity and reflection

- Participants are directly engaged
- Participants contribute to research questions
- Sharing experiences
- Learning

- Improved
 - Memory of concepts
 - Quality of discussion
- Builds learning about
 - Current situation
 - New situations

Games

- Can help participants
 - Become more conscious of their thought processes, sensorial perceptions and values
 - Practice making transformative changes in the world
 - Understand and experience invisible mechanisms that take place when one communicates and collaborates
 - See, feel and 'experience' various aspects of system behavior

Discussions & Networking Sessions

- What?
 - What happened? What took place during that activity? What did you observe?
- So What?
 - How was your communication? What contributed to your team's success? What role did you play in the group during the activity? What questions came to your mind while the activity took place? What were your impressions from this activity?
- Now What?
 - What would you do differently? What can be done?

Some topics we will discuss during experiences

- Community-based natural resource management
- Wildlife conservation
- Zoonotic diseases
- One Health
- Traditional healing
- Geography
- Decision-making
- Rules, rule breaking, rule enforcement

1. Elephant collaring
2. K9 dog demonstration
3. Vulture tagging demonstration
4. Game Drives

Codesign

- TREPA has 4 more years
- collaboration and engagement
- maximize learning

