



Interview and Survey
Summary to Understand
Professional
Development Needs in
Natural Resource
Management Fields
in Hawai'i

APRIL 2017

Hui 'Āina Momona



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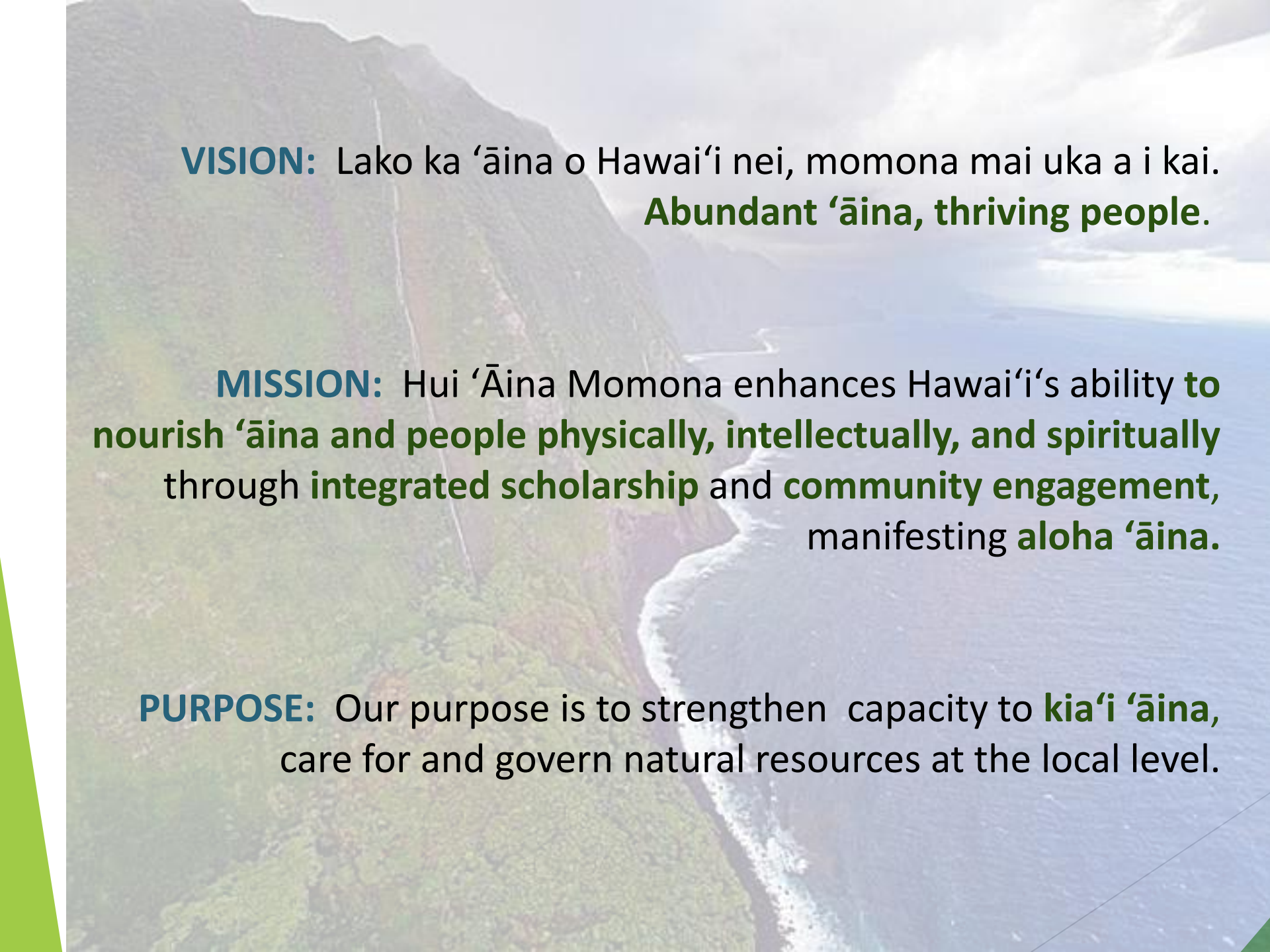


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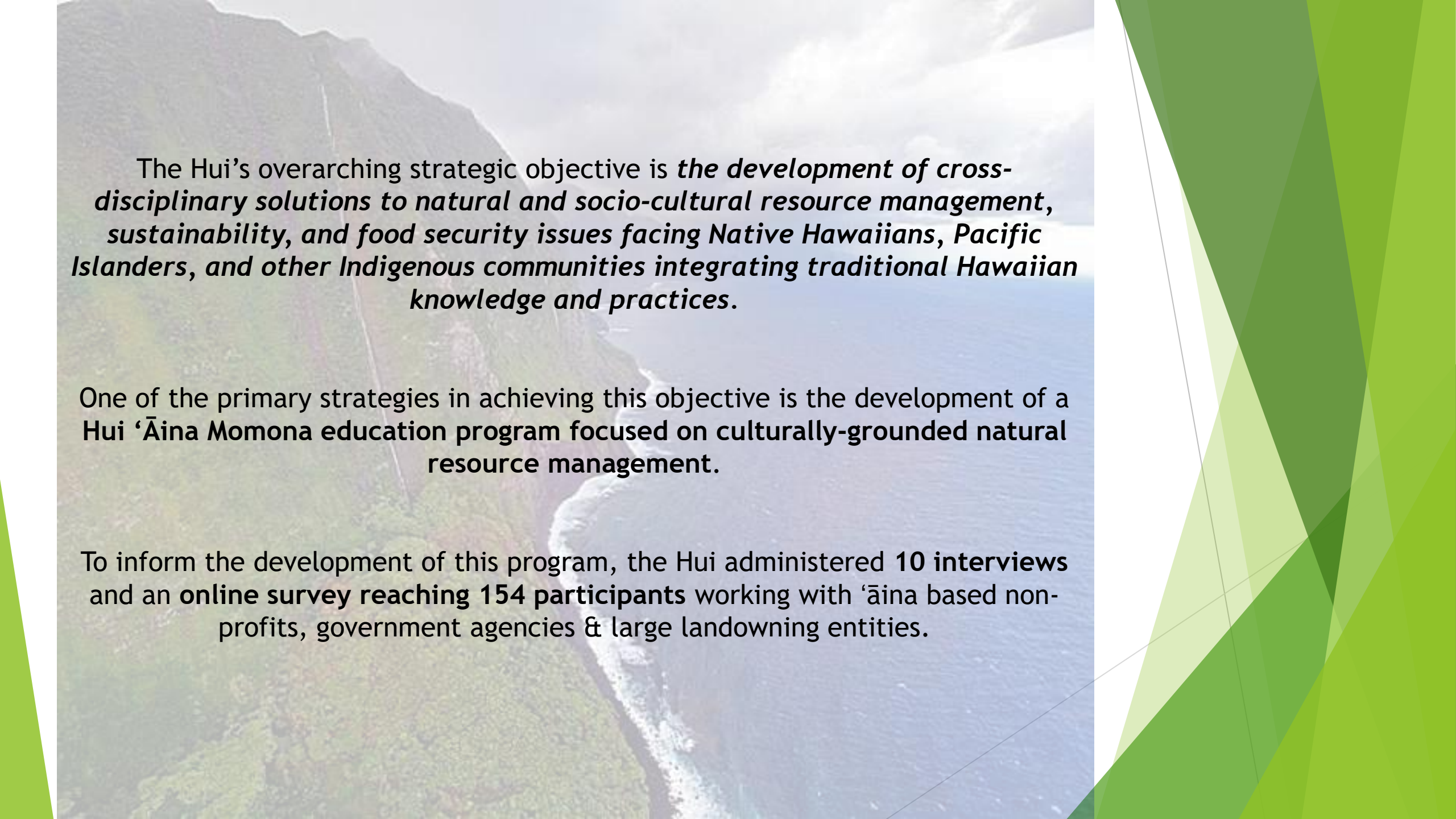
A consortium of scholars who focus on cross-disciplinary solutions to natural and cultural resource management, sustainability, and food security facing Native Hawaiians, Pacific Islanders, and other Indigenous communities.



VISION: Lako ka ‘āina o Hawai‘i nei, momona mai uka a i kai.
Abundant ‘āina, thriving people.

MISSION: Hui ‘Āina Momona enhances Hawai‘i’s ability to nourish ‘āina and people physically, intellectually, and spiritually through integrated scholarship and community engagement, manifesting aloha ‘āina.

PURPOSE: Our purpose is to strengthen capacity to **kia‘i ‘āina**, care for and govern natural resources at the local level.

The background of the slide is an aerial photograph of a tropical coastline. On the left, there are steep, forested mountains. A road or path winds down the slope towards the ocean. The ocean is a deep blue, and white waves are breaking on a sandy beach. The sky is bright and slightly hazy. On the right side of the slide, there is a decorative graphic consisting of several overlapping, semi-transparent green shapes in various shades, creating a modern, geometric look.

The Hui's overarching strategic objective is *the development of cross-disciplinary solutions to natural and socio-cultural resource management, sustainability, and food security issues facing Native Hawaiians, Pacific Islanders, and other Indigenous communities integrating traditional Hawaiian knowledge and practices.*

One of the primary strategies in achieving this objective is the development of a Hui 'Āina Momona education program focused on **culturally-grounded natural resource management.**

To inform the development of this program, the Hui administered **10 interviews** and an **online survey reaching 154 participants** working with 'āina based non-profits, government agencies & large landowning entities.

HUI 'ĀINA MOMONA



**'Āina Based Non-Profits, Agency &
Large Landowner Interviews**

April 2017

Who was interviewed?

- ▶ William Aila, Jr., DHHL & DLNR
- ▶ Suzanne Case, DLNR & TNC
- ▶ Kevin Chang, KUA & OHA
- ▶ Brant Chillingworth, Hau'oli Mau Loa
- ▶ Kamana'opono Crabbe & Mehana Hind, OHA
- ▶ Neil Hannahs, KS & Ho'okele Strategies
- ▶ Hi'ilei Kawelo, Paepae o He'eia
- ▶ Lenore Ohye, CWRM
- ▶ Johanna Ventura, Waipā
- ▶ Ulalia Woodside, TNC & KS



HAWAIIAN HOME LANDS
HAWAIIAN HOMES COMMISSION · DEPARTMENT OF HAWAIIAN HOME LANDS

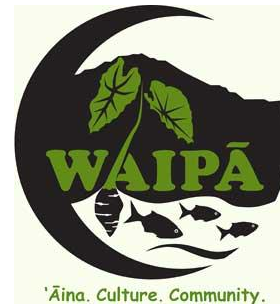


The Nature Conservancy 



HAU'OLI MAU LOA
FOUNDATION

OHA
OFFICE OF HAWAIIAN AFFAIRS



Current & Future Needs

- ▶ Training in multiple disciplines, across sectors.
- ▶ Collaboration of government agencies and across sectors.
- ▶ **Filling stewardship and management gaps.** Government and large land owners do not currently have the capacity to manage all of their landholdings. **Restructuring** of the Department of Land and Natural Resources is necessary – to be **more facilitative, collaborative, and adaptive.** **Collaborating with communities** is a great way to fill management gaps.
- ▶ There are some key challenges to collaborative management, including need for **facilitation.** Community co-management opportunities tend to harbor difficult-to-meet expectations for both community and government. Key areas to improve within government include **collaboration across agencies, the ability to adapt rules, moving efforts forward within administrative and legal constraints, and general bureaucracy.** The requirement for liability insurance is another challenge that impacts land owners and community organizations.

Current & Future Needs Cont.

- ▶ More career and job opportunities for people to do mālama 'āina work outside of the government sector. **Spark the social entrepreneurial mindset.**
- ▶ **Partnerships across UH campuses.** Joint teaching efforts will serve as bridges into communities and with cultural resources, and will provide students access to valuable learning opportunities across platforms, campuses, and islands.
- ▶ **Create value** for current generations **to engage in long term investments** that provide positive impacts for our natural resources.
- ▶ Volunteers who are ready with skills needed for the many volunteer opportunities available.
- ▶ **Sharing** with the larger community the **great work being done by community groups**, to garner the respect they deserve.
- ▶ **Succession planning** to prepare the next generation of values-driven leaders.

Current & Future Needs Cont.

- ▶ **More national funders for projects in Hawai'i.** Securing long-term, sustainable funding is a huge barrier for local non-profits to be able to follow through with long-term projects. To enhance impacts on the ground, national program officers need to be more supportive of community efforts, while remaining behind the scenes.
- ▶ Create **monitoring, evaluation and performance metrics** to understand the effectiveness of strategies in resource management and mālama 'āina. These metrics need to make sense for community and landowners, while capturing value in a way funders and others can understand.
- ▶ Address economic reality of homelessness, theft, burglary, and poachers that negatively impact natural resources and landowners.
- ▶ More adaptive resource management through focusing at the local level, looking to communities who utilize and gather from the lands. **Decentralized governance and decision-making** provides greater opportunities for **adaptive and place-based resource management.**

Capacity Building Areas & Skills Needs

Cultural Grounding, Lens, History, Language & Archival Research

- Sufficient cultural expertise to help with integration of cultural practices and values into laws and policies.
- Grounding in culture and tradition allows for ability to ask better questions
- Experience working with and understanding local and diverse communities.
- Introduction to archival research and repositories.
- Understanding of Hawaii's history.
- 'Ōlelo Hawai'i, as it helps with the transfer of knowledge and is valuable for archival research.
- Training for cultural expertise.
- Foundational levels of values, etc. is good but needs to be on a deeper level to ensure culture is not the first thing to go.

Leadership

- A different model of leadership; leaders who can share space and help people work together.
- Resiliency, problem solving, and making good yet difficult decisions.
- Succession and Macro level government planning.
- HR: hiring/firing well, training, and capacity building, etc.
- Sense of kuleana for all.

Capacity Building Areas & Skills Needs

Law & Policy	Science & Biological Background
<ul style="list-style-type: none">- Macro level view of state and local government.- Understanding permitting and approval processes.- Understanding Ch. 343 triggers.- The government's obligations to Native Hawaiians and public trust resources and how to incorporate legal protections into community work and working with communities.- Zoning, historical and present day land use and tenure in Hawaii as it ties into governance and identity.	<ul style="list-style-type: none">- Practical understanding of environmental science; e.g., fishpond ecosystems, hydrology, understanding the spread/control of plant diseases, etc.- Understanding the value of water, how it is interconnected with land and growth cycles.- Need to focus on interactions between ecosystems, at the ahupua'a and moku levels...Papakū Makawalu.- Where and how people and the environment work together.- Keeping up on the latest research and developments.- How to monitor.- Matching resource management needs with applied science and traditional knowledge methodologies.

Capacity Building Areas & Skills Needs

Interpersonal Skills & Community Relations	Mediation, Facilitation & Conflict Resolution
<ul style="list-style-type: none">- Introductory level of psychological understandings.- Connection to place, which leads to broader lessons of kuleana.- How to engage, work with and communicate with communities, partners and decision-makers; building and maintaining relationships.- Facilitation training for community and public meetings to provide meaningful opportunities for input and communication, effective listening, and dealing with confrontation.- Ensure that community process includes values.	<ul style="list-style-type: none">- Being comfortable with conflict.- Ability to know and apply skills of mediation, facilitation and crisis management.- Ho‘oponopono in a Hawaiian to Hawaiian context, Hawaiian to government, Hawaiian to malihini, etc.- Facilitation and social science work, to ensure processes include values. Being cognizant of where things are going and understanding how to navigate through adjusting one’s process.

Capacity Building Areas & Skills Needs

Mapping & Planning	New Economic Models
<ul style="list-style-type: none">- Comprehensive organizational planning.- Resource management planning with a solid cultural and community foundation.- Mapping and GIS skills, the ability to read and create maps.- Traditional land use overlays.- Storytelling with maps.	<ul style="list-style-type: none">- Creating business models and structures that give back to the culture, community and environment.- Creating innovative non-profit and for-profit models (i.e., a for-profit entity that fits within non-profit mission, administrative and grant writing support from a partner entity, etc.)- Innovation training (e.g., Master Cho's training in Hilo).- Global, lāhui approach to land stewardship, more collaboration across Hawaiian trusts.- Balancing: revenue generating commercial land holdings, cultural and conservation land holdings, and needs for resource management.- Basics on managing budgets, working with numbers, etc.

Capacity Building Areas & Skills Needs

Community Governance & Collaboration	Education, Curriculum Development, Evaluation, Etc.	Emergency Planning & Preparedness
<ul style="list-style-type: none"> - Learn from indigenous & grassroots communities worldwide. - Engage with and support community work. - Government capacity for co-management. 	<ul style="list-style-type: none"> - Curriculum development, participatory evaluation, classroom management (particularly for non-profits). - 'Āina based training for teachers. - Education internships. 	<ul style="list-style-type: none"> - Planning for the spread of viruses, climate change effects, etc.
Physical Labor	Other	
<ul style="list-style-type: none"> - Running heavy equipment, weed whackers, chainsaws, etc. - Dry stack masonry for fishponds, etc. 	<ul style="list-style-type: none"> - Archaeology and anthropology to restore historical sites so that they may be utilized for their intended purpose. - Need for professionals with practical, on-the-ground experience. 	

Program Design & Delivery Methods

▶ Models:

- ▶ **Evening and/or weekend cohort** (e.g., one-week night, one-weekend day; consider examples such as Chaminade and the University of Southern California).
- ▶ **Cohort** allows for all students—across generations and professional sectors—to enter the program, take all courses, and finish together. This model would be highly beneficial for agency staff to network with other agency staff and potential partners.
- ▶ **Webinar**, online courses and resources; brings learning to the workplace during flextime.
- ▶ **On-site learning** to ensure connection to place with community partners while partnering with landowners, agencies, etc. The right model can build well-rounded community capacity. Mehana's 16-week Waipā course model is great.
- ▶ Offer a **progression of different levels of courses and skills**. The Hālau 'Ōhi'a model allows one to attain various levels of training based on how many classes are attended. The Papakū Makawalu model offers beginner and expert workshops.
- ▶ Build **flexibility** into the program to best meet individual needs.

Program Design & Delivery Methods

- ▶ Time commitment: **1-year is ideal**; 2 years does not seem as attractive.
- ▶ Offer **evening and weekend** classes.
- ▶ Ease registration and enrollment requirements to **ensure program accessibility**.
- ▶ Teach **pressing and meaningful issues**.
- ▶ Create a program **rich in experience and engaging community**.
- ▶ Partner and work with other community initiatives and networks, such as E Alu Pū.
- ▶ Bridge with KSHK konohiki curriculum.
- ▶ Engage UH Mānoa Sustainability Coordinator.
- ▶ **Involve field agency staff** as a part of the program.
- ▶ Incorporate intermediate and high school level students and schools.

Resource Center

- ▶ **Kua'āina Ulu 'Auamo (KUA)** is building an 'auamo website to house tools and resources that people and communities want to share with one another. KUA also has a lending library, willingness, and the ability to partner. The Hui could be listed as a contact for communities who need specific kōkua.
- ▶ General mana'o is that there are a lot of resources out there already, but that many communities do not realize these kinds of resources are available. Figure out how **to make these kinds of resources more accessible**.
- ▶ Resource center with **grant and foundation information** would be valuable.

Key Values

- ▶ E ho'ohuli ka lima i lalo
- ▶ Ma ka hana ka 'ike
- ▶ Kūpuna wisdom
- ▶ Mālama 'ohana and 'ohana in the workplace
- ▶ Laulima
- ▶ Sense of place
- ▶ Generational transfer of knowledge
- ▶ Pule and ceremony as a part of our work

KEY TAKEAWAYS

1. There is **real value** in **culture** and **community-based, cross-disciplinary** training.
2. The demand is **far-reaching, across many sectors** and **professions**.
3. Focus on **process** and **learning** implemented **on-the-ground**.
4. Need for society to generate value **for current generations** to engage in **long term investments** that provide positive impacts for **our 'āina** and **communities**.
5. Recommend **field based, on-site, on-line, cohort** model offered with partners. Learning in work place, & professional managers as participants.

HUI 'ĀINA MOMONA

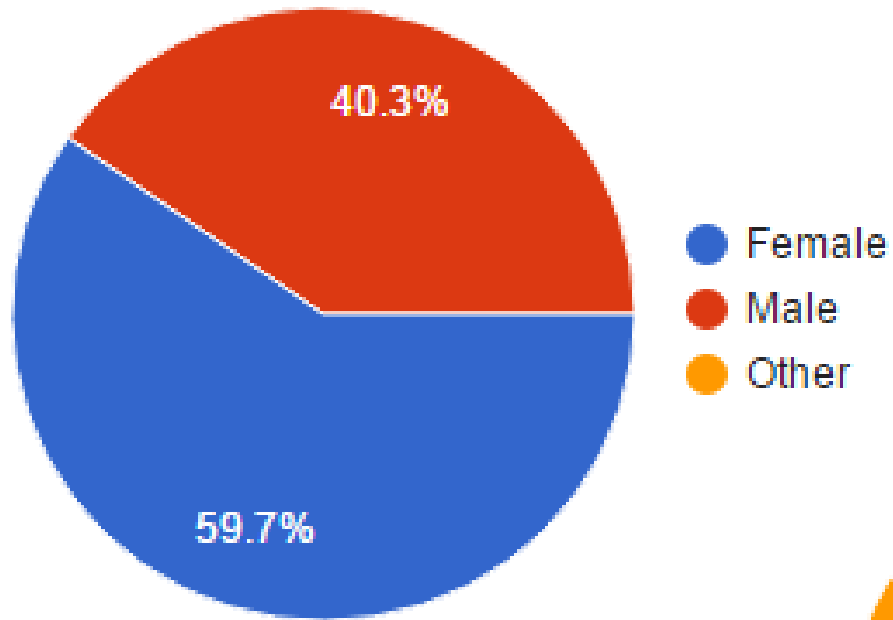


Employer/Employee Survey Responses

April 2017

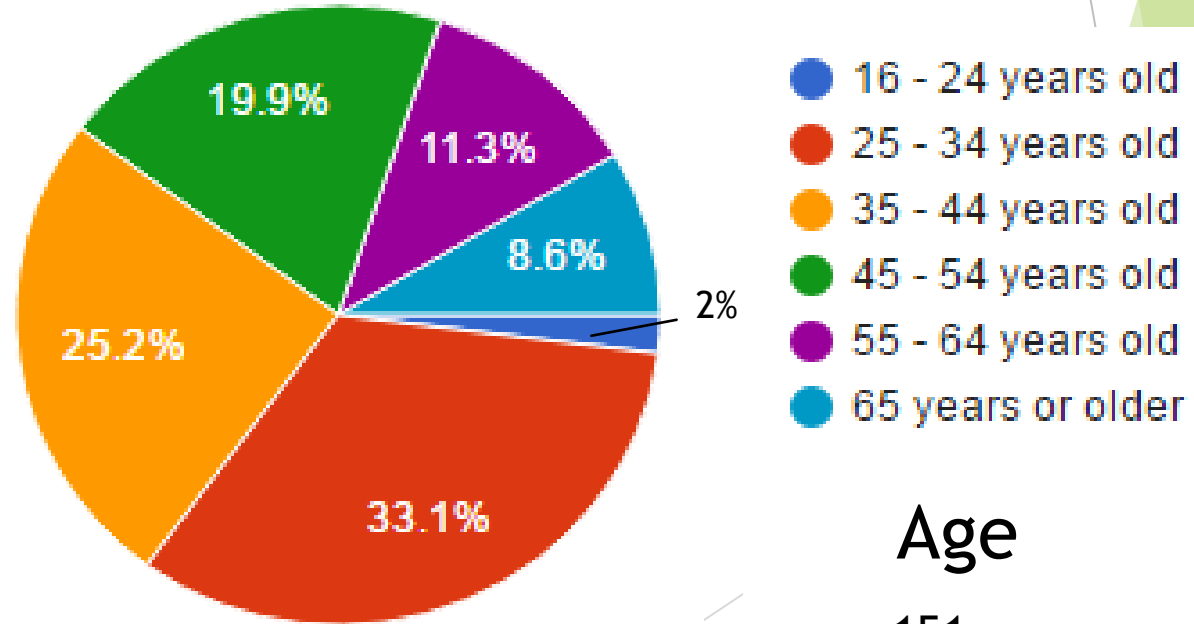
WHO RESPONDED?

154 total survey participants (employees & employers in NRM related fields)



Gender

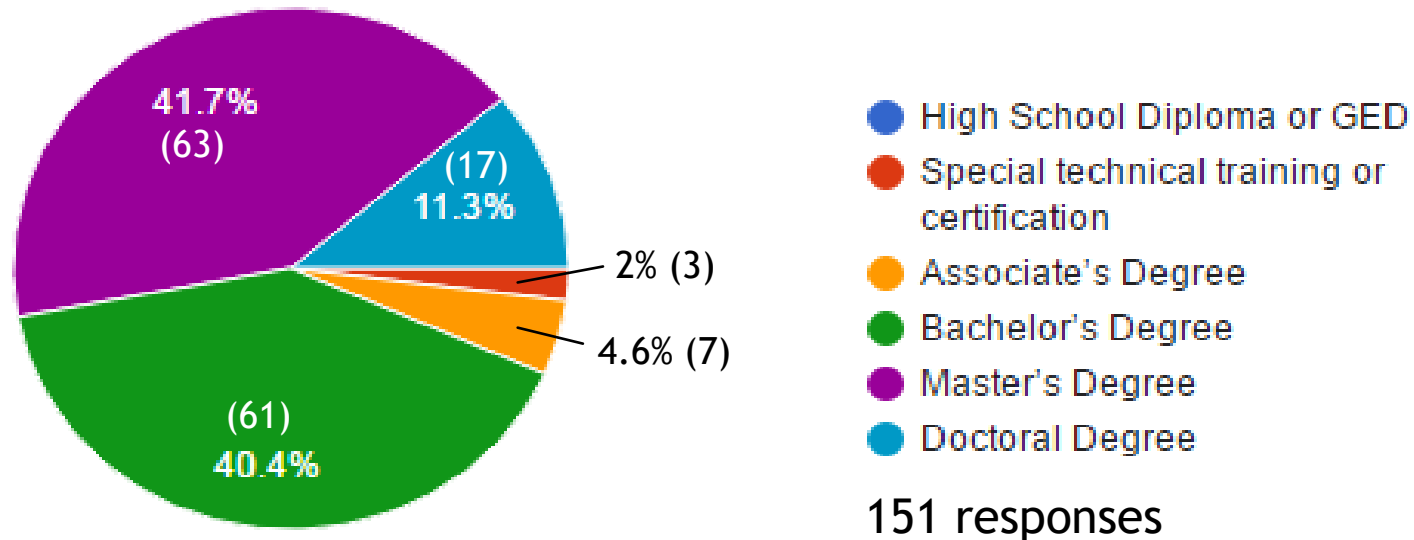
149 responses



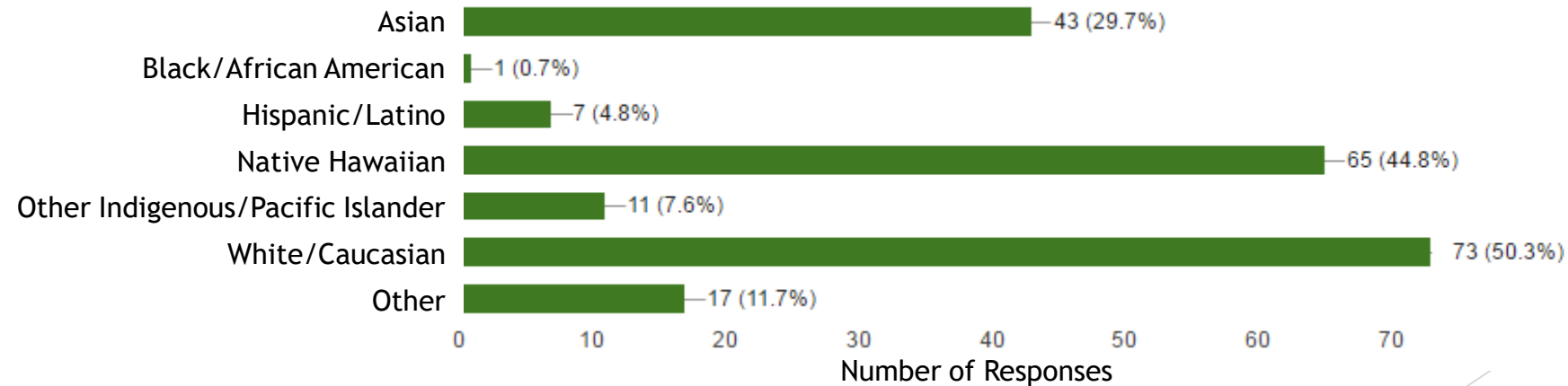
Age

151 responses

Highest Level of Education



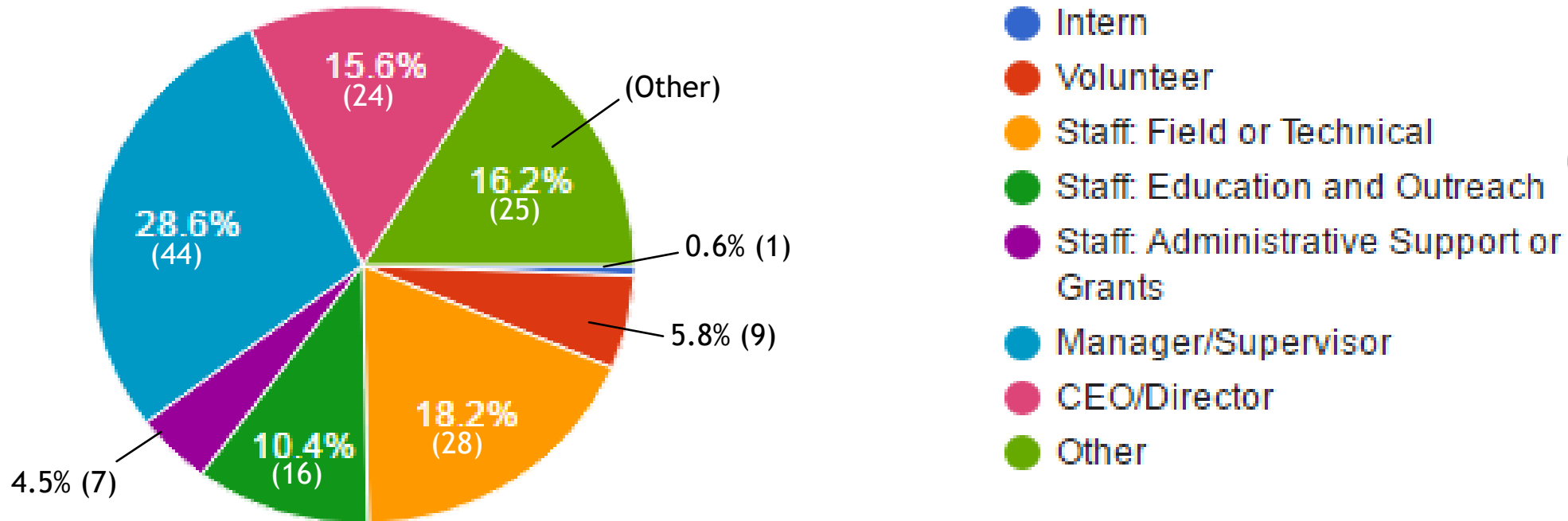
*Race/Ethnicity



Other: Human, Mixed, Chinese, Filipino, Irish, Norwegian, German, Swedish, Native American

145 responses

Position within the organization

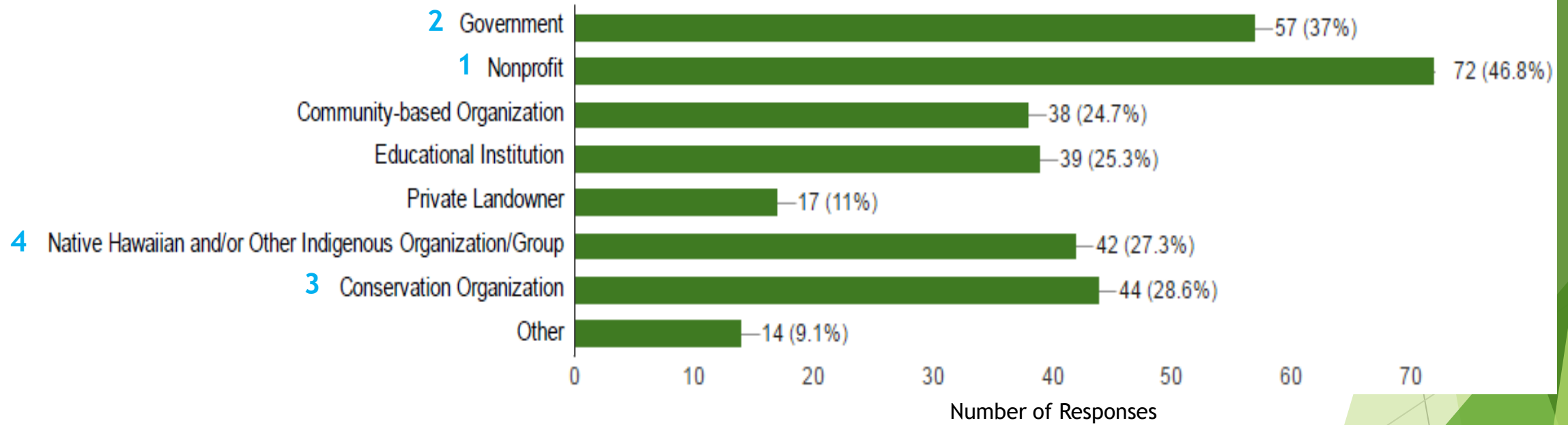


Staff = 33% Supervisor = 44%

Other: “Wear many hats”, Board, Research Scientist, Attorney, Planner, Kumu, Marketing, Fellow, Engineer, Specialist, Instructor, Event Coordinator, VP of Finance

154 responses

*What type of org do you represent?



Other: Environmental & Community Planning Company, Private Industry, Youth Development, Mālama 'Āina, Ecological Consulting Business, Hawaiian focused charter school, loko i'a practitioner

154 responses

*Organizations

Government (42)

'Aha Moku
County of Kauai x2
CWRM x3
DHHL - Planning Office
DLNR - DAR
DLNR - DOBOR
DLNR - DOFAW x4
DLNR - DOFAW/NARS x2
DLNR - SHPD
DLNR x7
Hakalau Forest National Wildlife Refuge
Kaho'olawe Island Reserve Commission x2
Mauna Kea Watershed Alliance
NOAA Fisheries
NPS x2
OHA
Soil and Water Conservation District x2
State Office of Environmental Quality Control
US Fish & Wildlife Service x3

US Forest Service x2
USDA NRCS x3

Educational Institution (27)

Ka 'Ike O Ka 'Āina
Kamehameha Schools x8
Kanuikapono Charter x2
Kaua'i Community College x2
Kawaikini Charter x3
King Kekaulike High School
'Ohana Kūhaulua
PREL
RCUH - PCSU
UH Mānoa CTAHR x3
UH Sea Grant
UHH
Ulu Mau Puanui
University of New Hampshire

139 responses

*Organizations (Cont.)

Private Company (4)

Forest Solutions, Inc.
Ola Design Group
Townscape, Inc.
Wear on Earth - Hawaii

Private Land Owner (4)

Hawaiian Islands Land Trust
Kawika Tropical Fruit Orchards
Kualoa Ranch
Porter Trust, owners of Wai Koa Plantation

Nonprofit (62)

Hale o Lono
Hawaii Conservation Alliance
Hualiaupa'a
Kipahulu 'Ohana Inc
Kua'āina Ulu Auamo
Kukuiohiwai
KUPU x6
Limahuli Garden & Preserve (NTBG)

Marimed
Pacific Rim Conservation
The Kohala Center x2
Waikoloa Dry Forest Initiative

Community-based Org

God's Country Waimanalo
Hanalei Watershed Hui
Kaupulehu Marine Life Advisory Committee
KUPA
Malama Kaua'i
Mālama Māhā'ulepū
Maunalua Fishpond Heritage Na Pali Coast 'Ohana
Protect Kaho'olawe 'Ohana
Save Honolulu Coalition
Waihe'e Limu Restoration Waikalua Loko I'a (Pacific American Foundation)
Waipā Foundation x2

139 responses

*Organizations (Cont.)

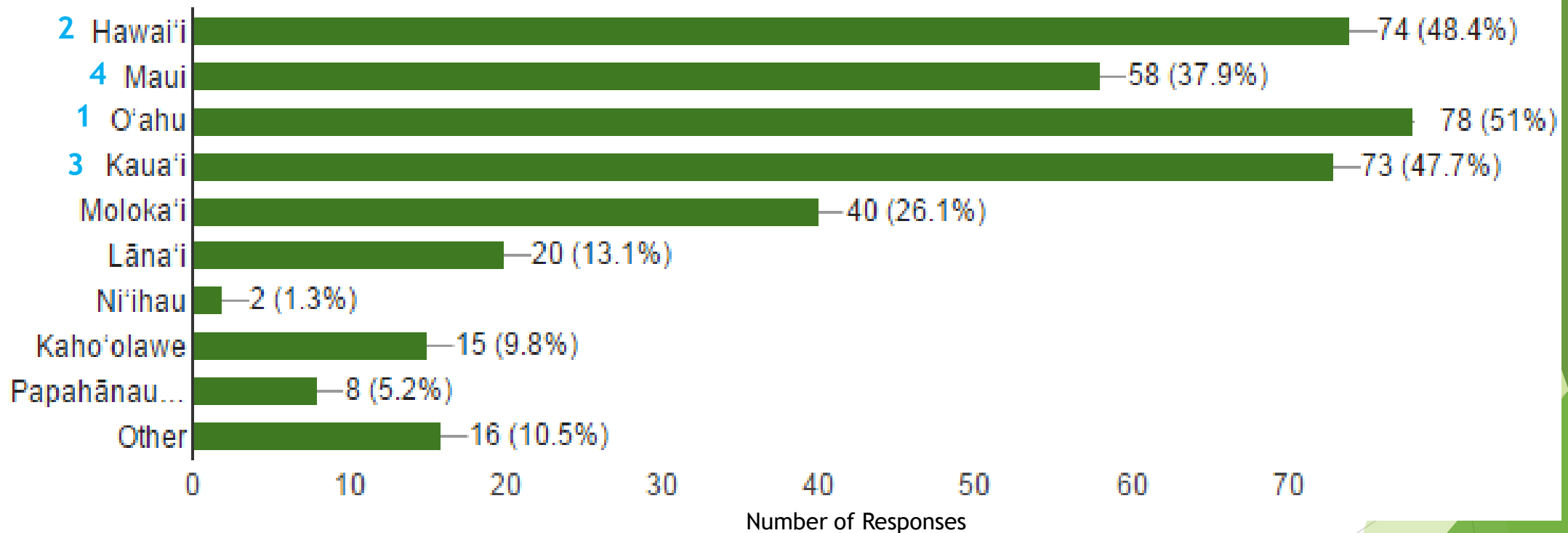
Native Hawaiian/Indigenous Org

Ewa Limu Project x2
Hi'ipaka LLC x2
Holani Hana, Inc x2
Hui Mālama I Ke Ala 'Ūlili
Ka Honua Momona Intl
Kalanihale Kamiloloa/One Ali'i Homesteaders
Association
Mālama Loko Ea Foundation
Na Pua Noeau
Paepae o He'eia
Polynesian Voyaging Society

Conservation Org

Conservation Intl x2
Hawaii Forest Industry Association
Island Conservation
Kaua'i Invasive Species Committee
Leeward Haleakalā Watershed Restoration
Partnership
Maui Invasive Species Committee
Pono Pacific x2
Surfrider Foundation
TNC x6

*On what island(s) is your org located?



Other: Borneo, Johnston, Palmyra, Lehua, Guam, Marianas, Other Pacific Islands, Global

153 responses

What is the mission or main purpose of your org? (Cont.)

ACTIONS

Educate/outreach/train/teach x44
Learning/Learners x7

Protect x32
Manage/management x24
Conserve/conservation x23
Preserve/preservation/preserving x18
Restore/restoration/restoring x16
Sustain/sustainable x12
Mālama x6
Stewardship/stewards x6

Help x9
Empower x8
Aloha x6

Research x6

TARGETS

Land/‘Āina x37
Watershed/ahupua‘a x14
Water x11
Fish/fishing/fishpond x9
Ocean/Kai/Makai x6
Forests x6
Agriculture/agricultural x5
Plants/replant x5

Environment/habitat x18
Ecosystem x9
Resources x24

Culture/cultural x22

Community/communities x27
Generations/generational x7
Youth/keiki x12
Kupuna x5

What is the mission or main purpose of your org? (Cont.)

“Scientific study”

“Restore Loko Ea Fishpond, use traditional ‘ike to teach haumana, and supply sustainable food sources to the local community”

“Working with others to conserve, protect, and enhance fish, wildlife, plants, and their habitats for the continuing benefit of the American people”

“We envision an ahupua'a where the land, resources, and people are healthy, vibrant, and overflowing with abundance”

“Feed the community”

“Protection and enjoyment of the world's ocean, waves and beaches”

“To improve the condition of Native Hawaiians”

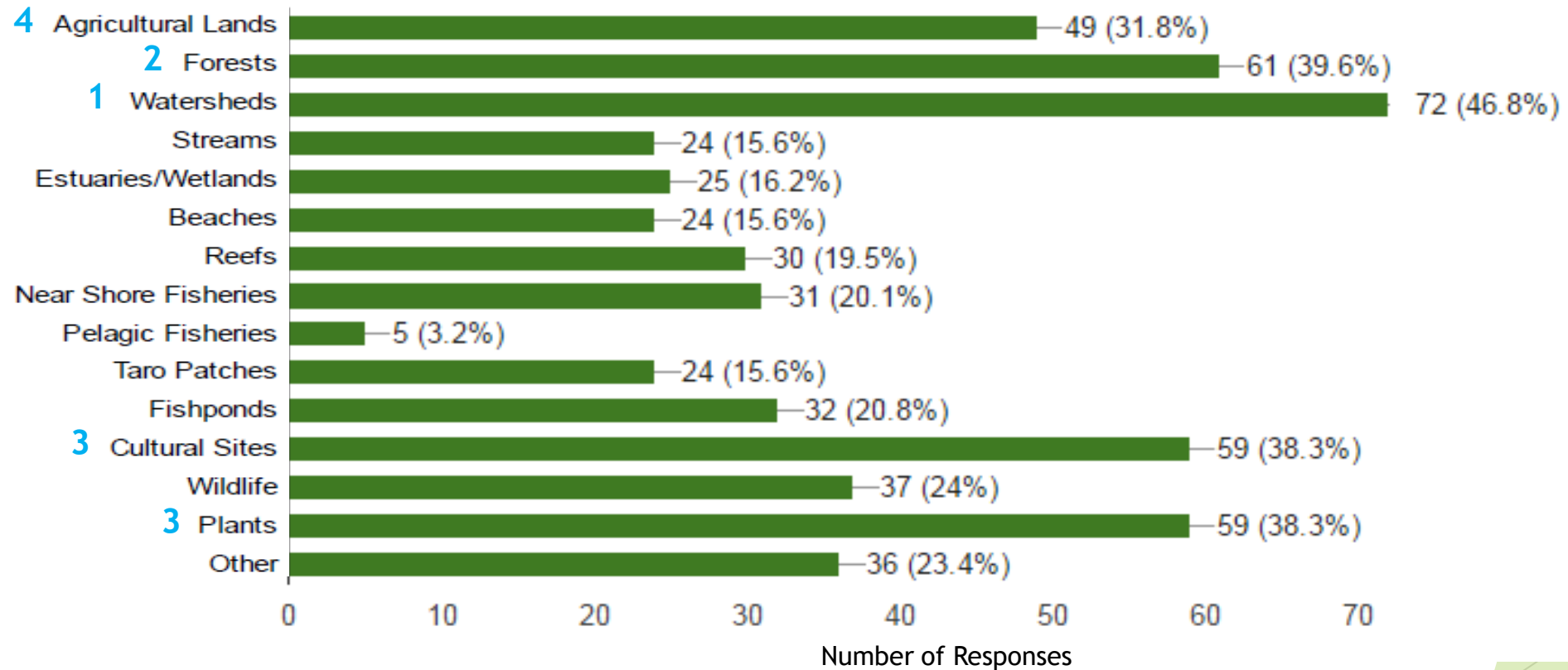
149 responses

Please list 3 words that describe the core values of your org.



140 responses

What are 3 main resources your org works with?



Other: Aquifers, Community, Ahupua'a, View sheds, Dark night skies, Natural soundscapes, submerged lands, mineral resources, renewable energy resources, ground and surface water, land documents, mo'olelo, urban landscapes, flora and fauna, geology, Kamehameha related resource sites

154 responses

What are 3 key resource management related issues that you foresee your org facing in the future?

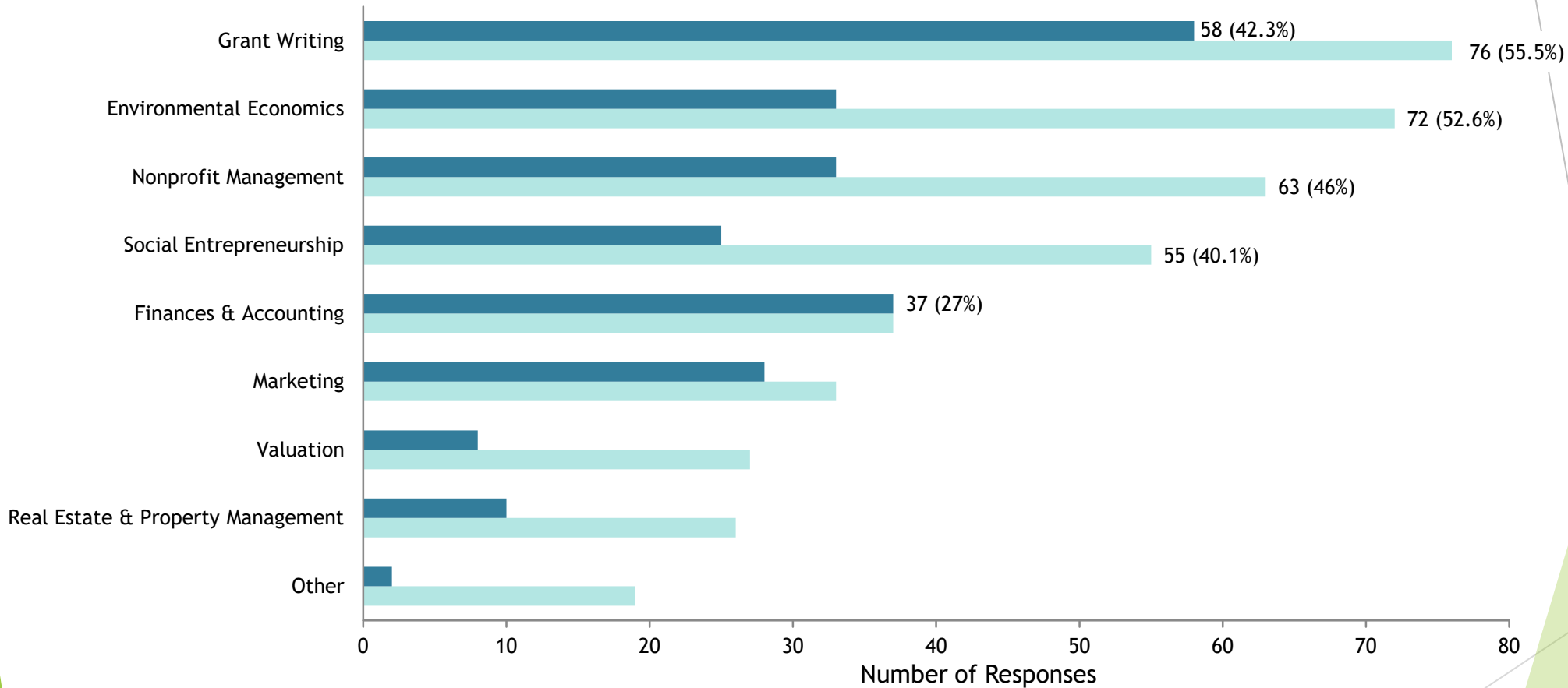
1. Climate Change (incl. coral bleaching, SLR, ocean warming, & drought) x57
2. Invasive Species x49
3. Securing Funding x33
4. Capacity Building & Participation x29
5. Land (erosion, desertification, wildfire, access & rights...) x26
6. Water (availability, quality, access & rights,...) x24
7. Sustainability (food production & alternative energy) x23
8. Knowledge (properly trained managers, general public,...) x20
9. Coastal Resources (overharvesting, marine debris,...) x16
10. Biosecurity (rapid 'ōhi'a death, avian disease,...) x13
11. Social Issues (user conflict, differing values, equity,...) x13
12. Regulatory Process (disconnected lawmakers, conflicting mandates,...) x12
13. Growth & Development (visitor pressure, residential intrusion,...) x11
14. Green Workforce Development x9

137 responses

PROFESSIONAL DEVELOPMENT NEEDS

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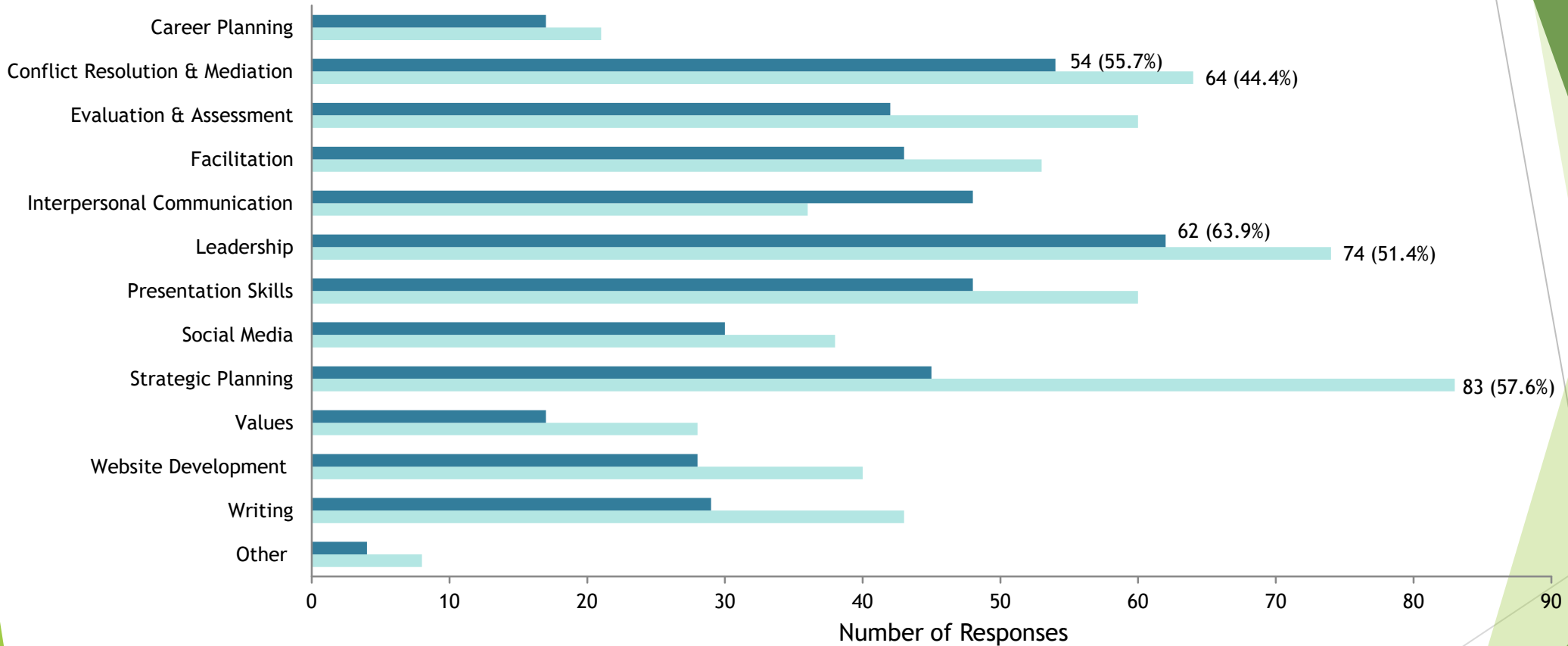
Training Needs: Business & Economics



■ Organization (88): Grant Writing, Finances & Accounting

■ Individual (137): Grant Writing, Environmental Economics, Nonprofit Management, Social Entrepreneurship

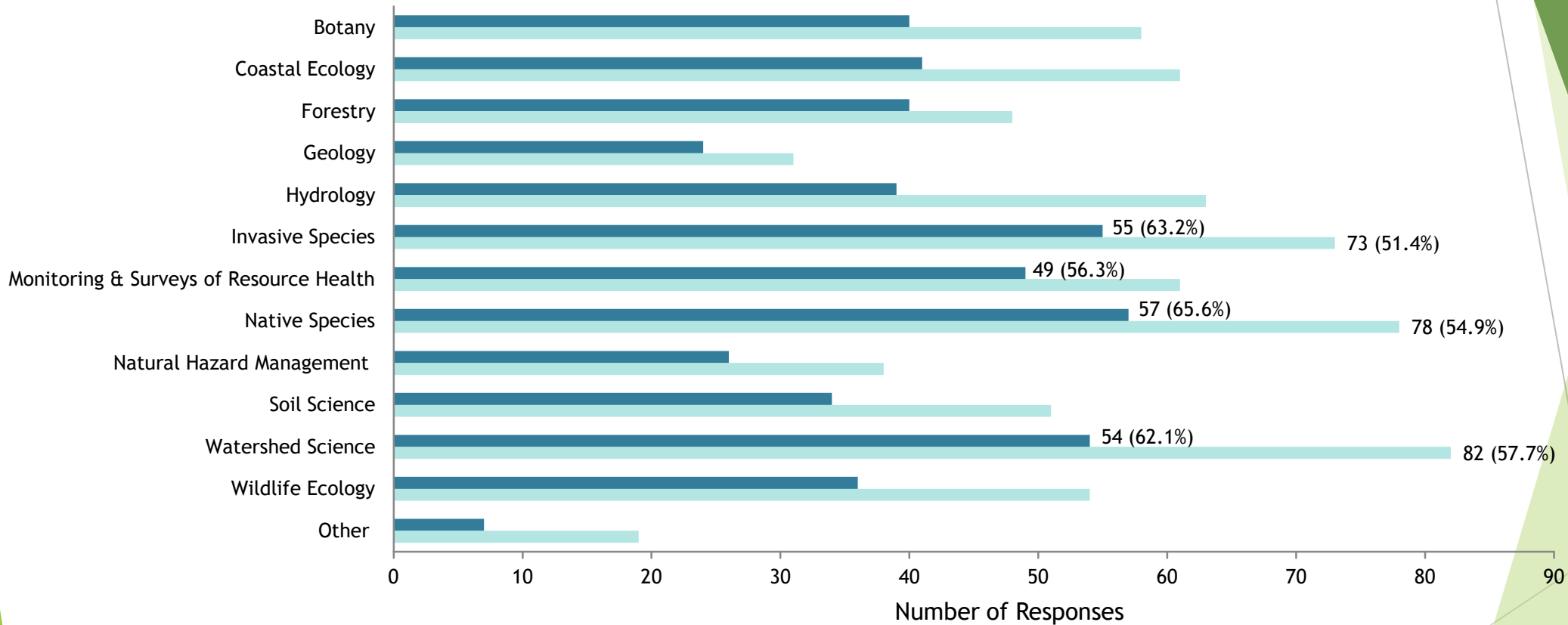
Training Needs: Community & Organizational Development



■ Organization (97): Leadership, Conflict Resolution & Mediation

■ Individual (144): Strategic Planning, Leadership, Conflict Resolution & Mediation

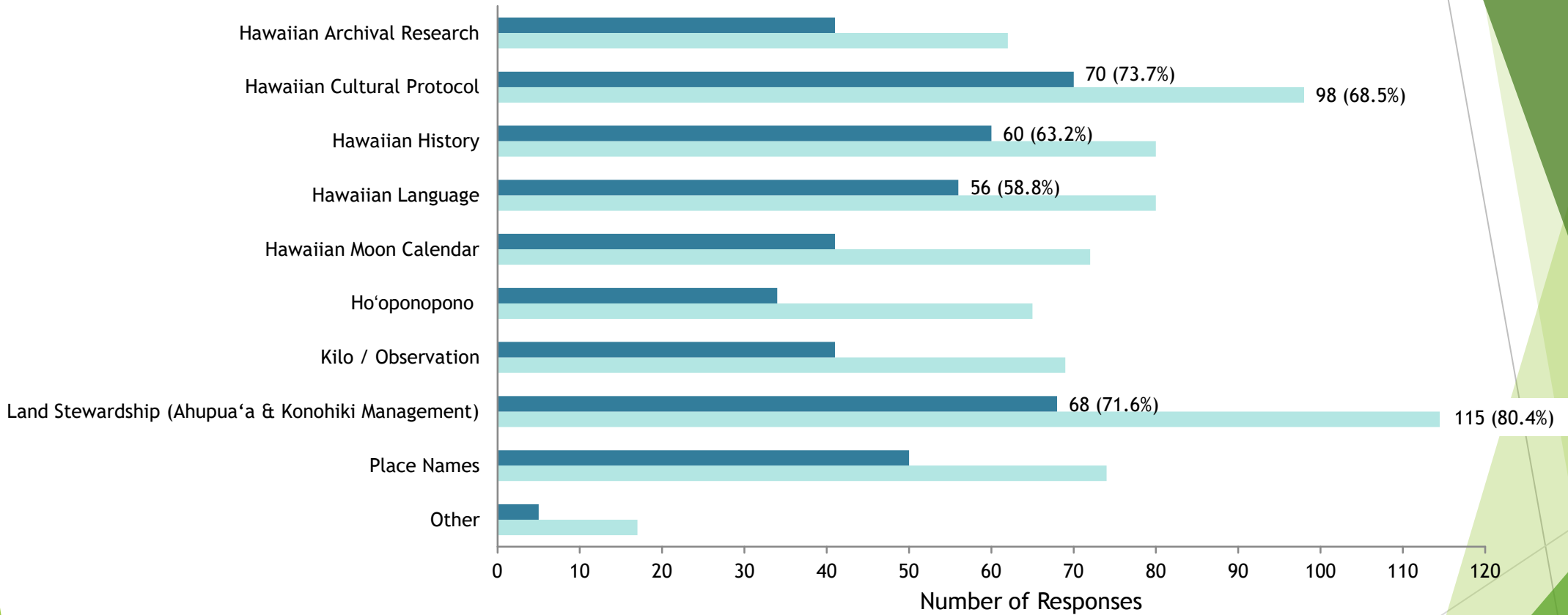
Training Needs: Environmental Science



■ Organization (87): Native Species, Invasive Species, Watershed Science, Monitoring & Surveys of Resource Health

■ Individual (142): Watershed Science, Native Species, Invasive Species

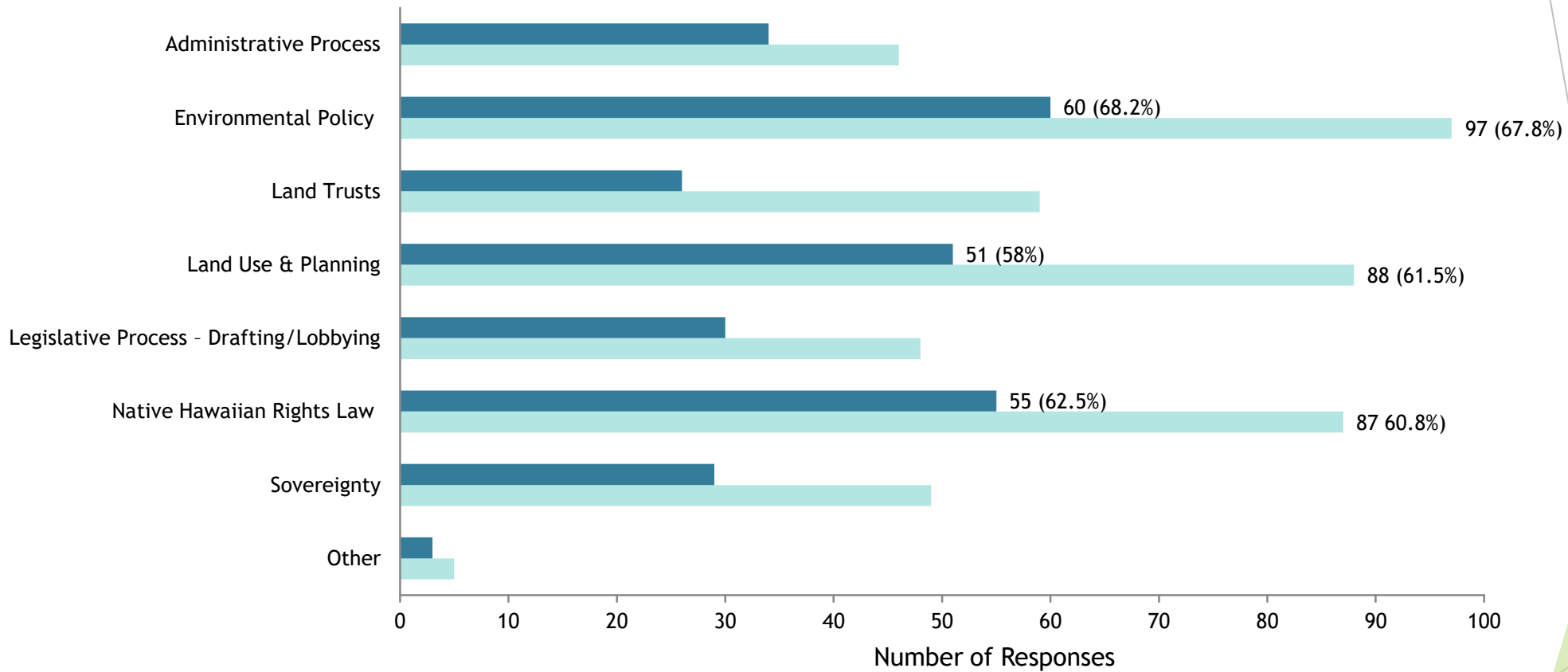
Training Needs: Hawaiian Culture



■ Organization (95): Hawaiian Cultural Protocol, Land Stewardship (Ahupua'a & Konohiki Management), Hawaiian History, Hawaiian Language

■ Individual (143): Land Stewardship (Ahupua'a & Konohiki Management), Hawaiian Cultural Protocol

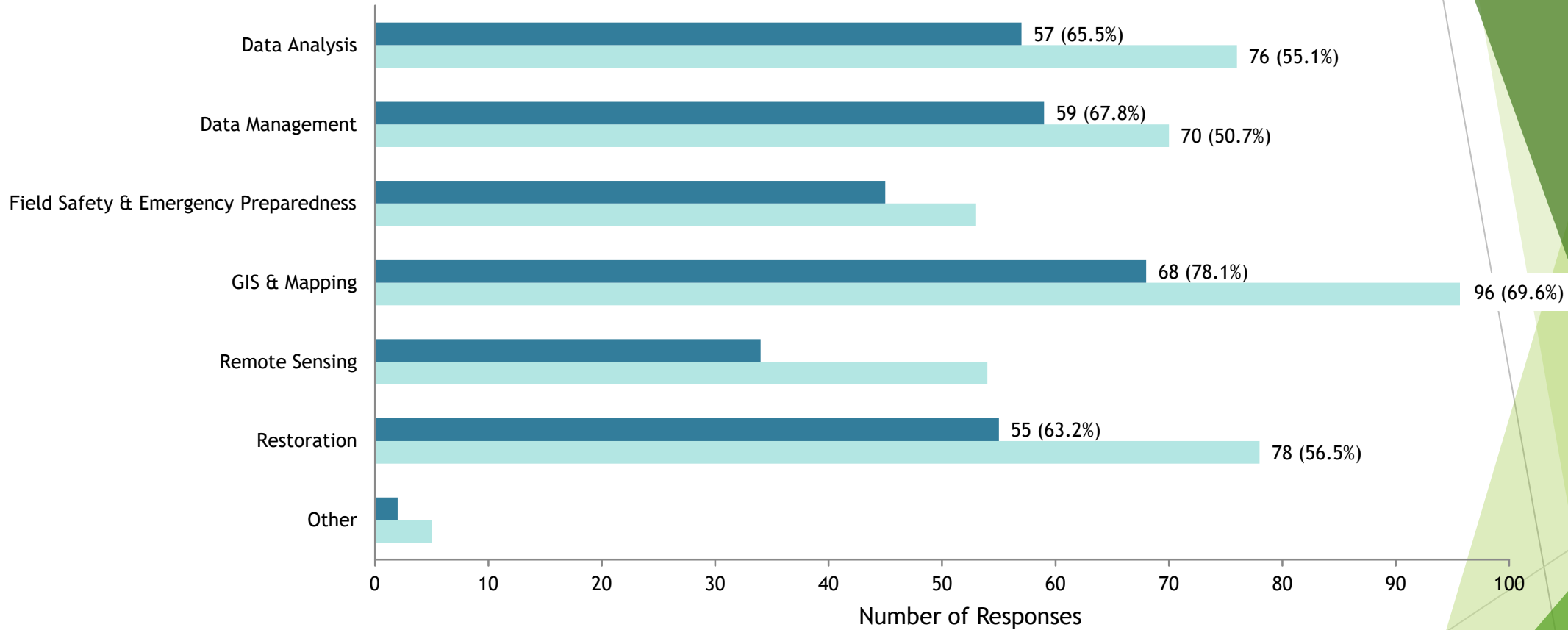
Training Needs: Law & Policy



■ Organization (88): Environmental Policy, Native Hawaiian Rights Law, Land Use & Planning

■ Individual (143): Environmental Policy, Land Use & Planning, Native Hawaiian Rights Law

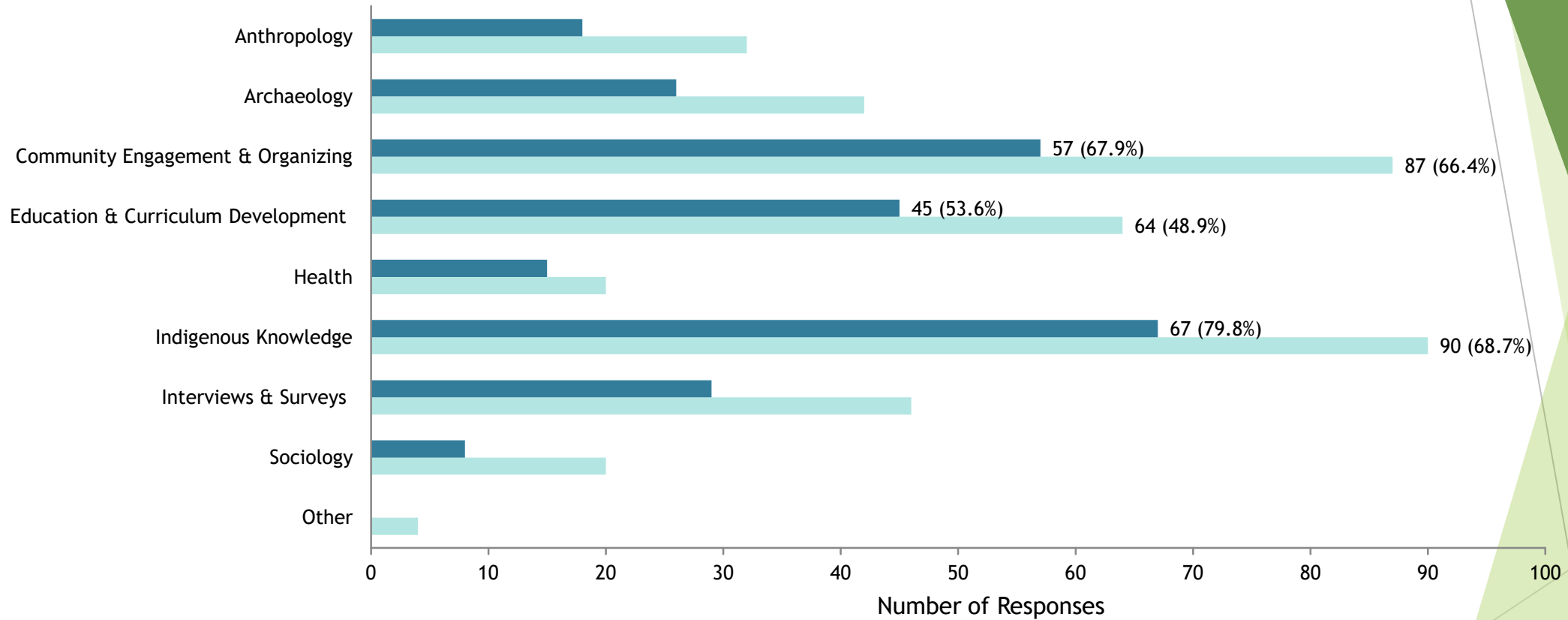
Training Needs: Resource Management



Organization (87): GIS & Mapping, Data Management, Data Analysis, Restoration

Individual (138): GIS & Mapping, Restoration, Data Analysis, Data Management

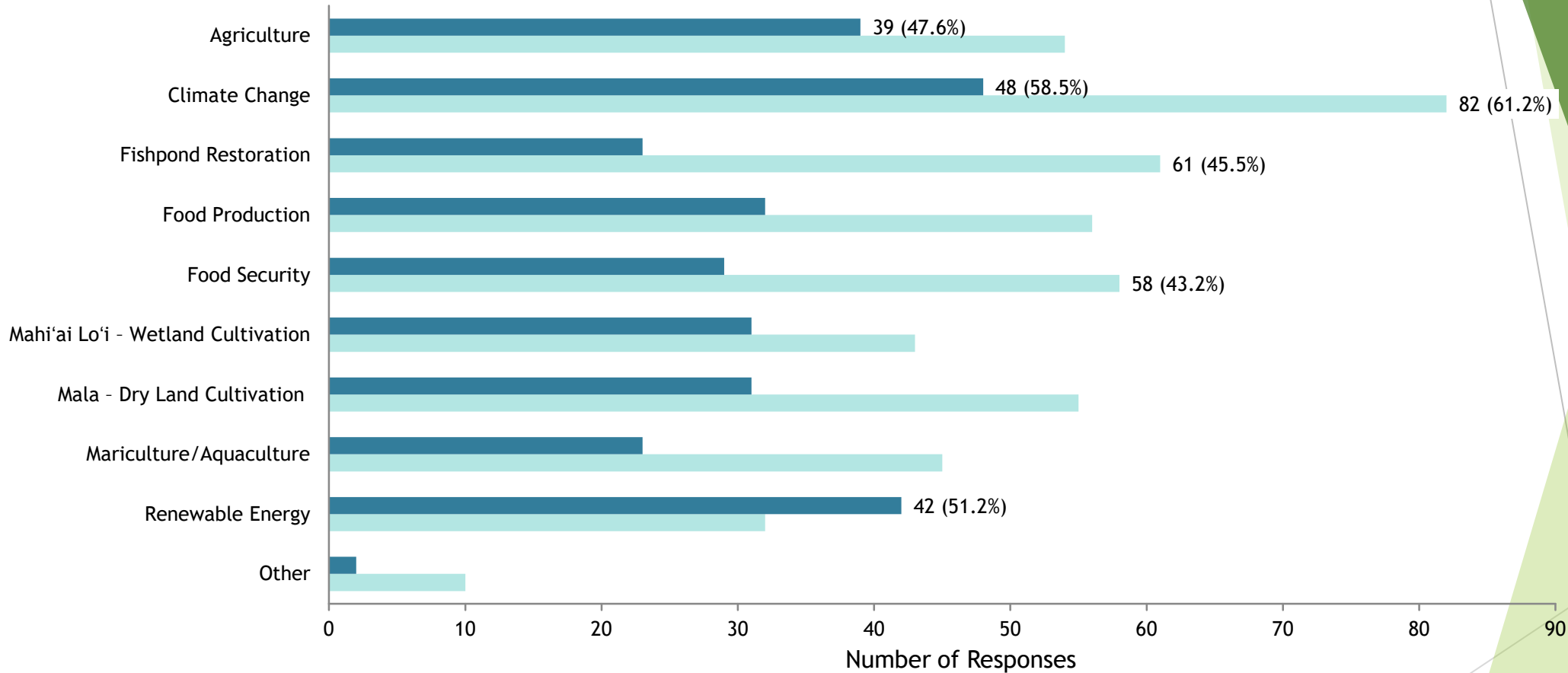
Training Needs: Social Science



■ Organization (84): Indigenous Knowledge, Community Engagement & Organizing, Education & Curriculum Development

■ Individual (131): Indigenous Knowledge, Community Engagement & Organizing, Education & Curriculum Development

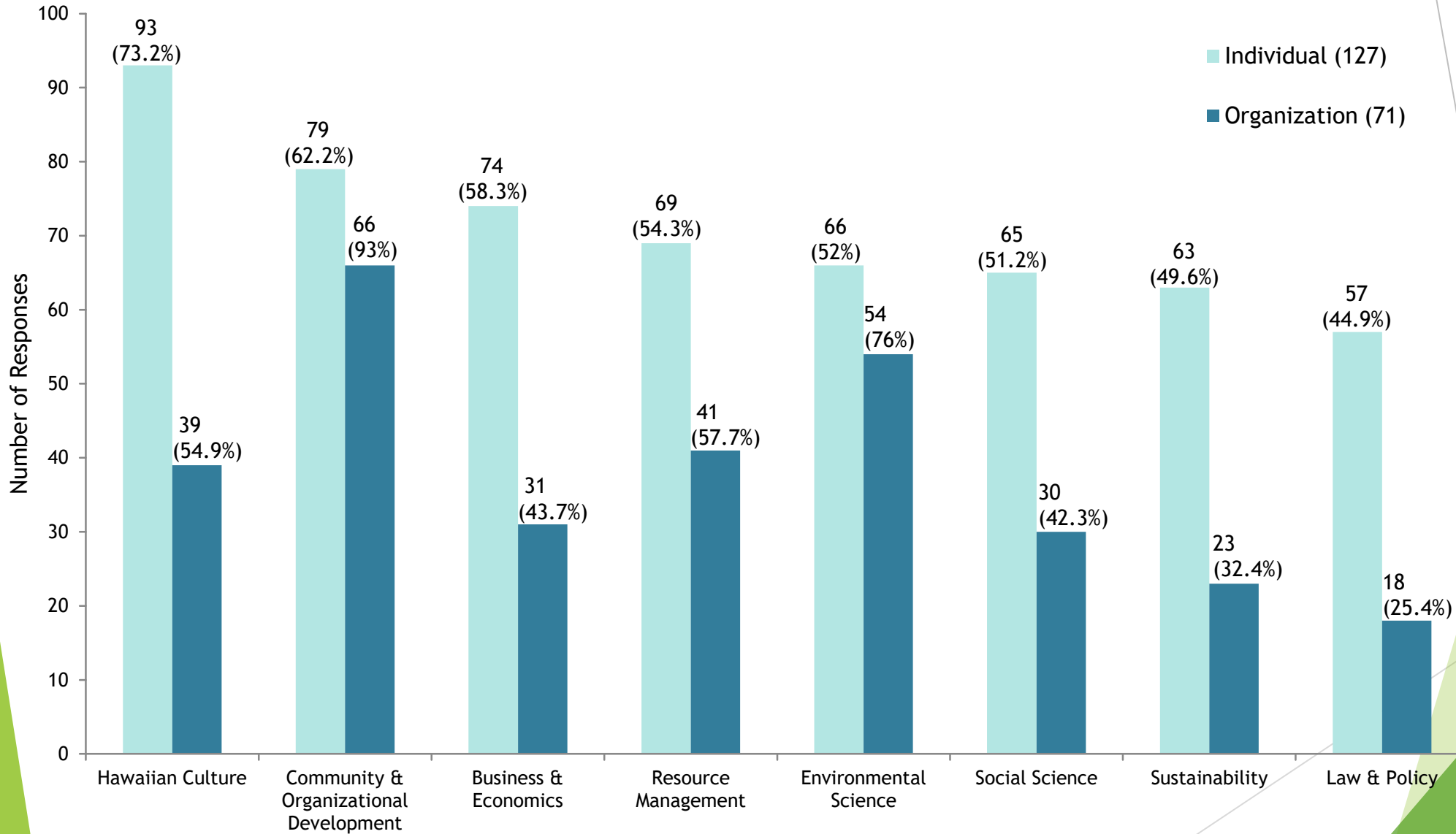
Training Needs: Sustainability



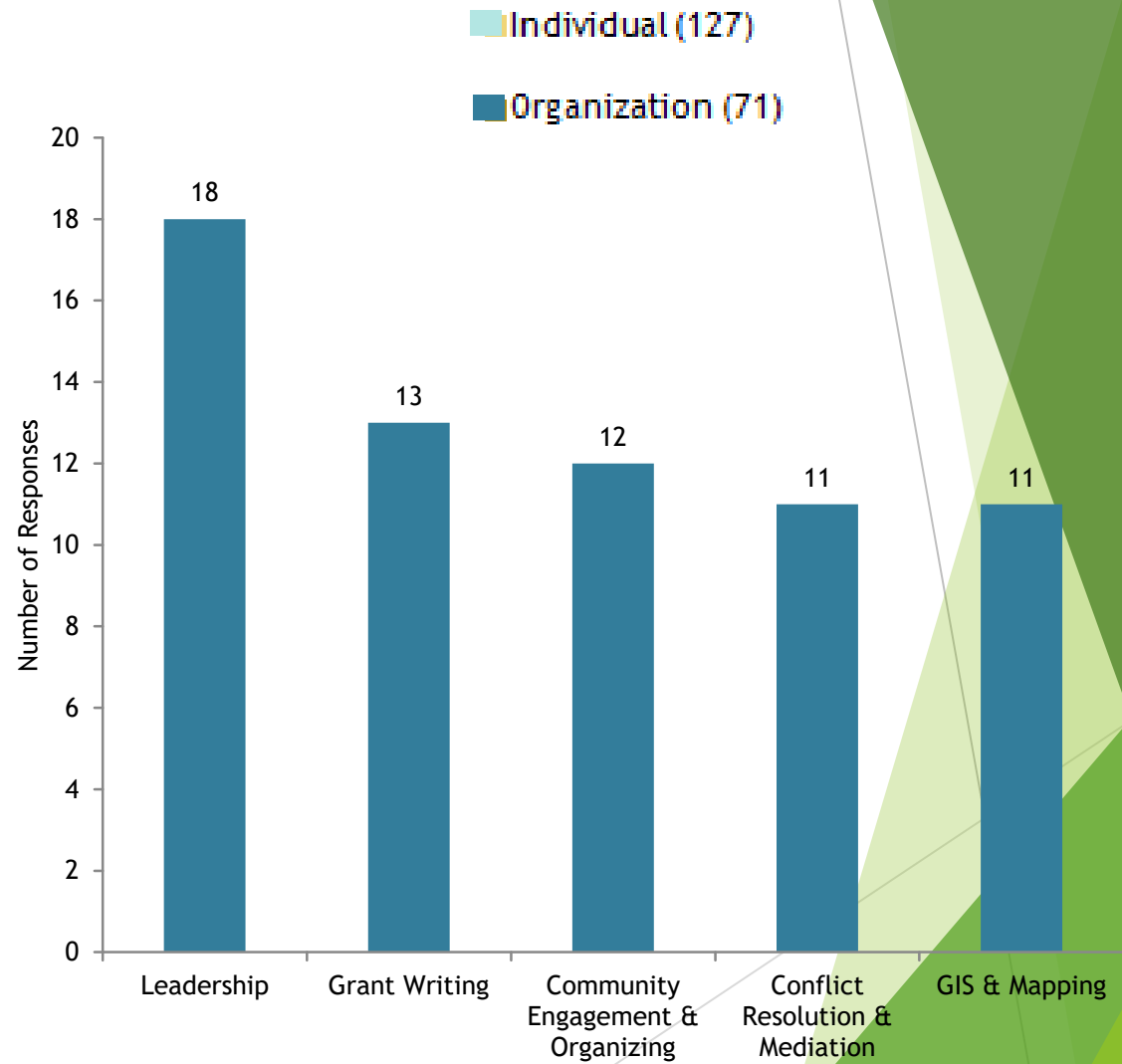
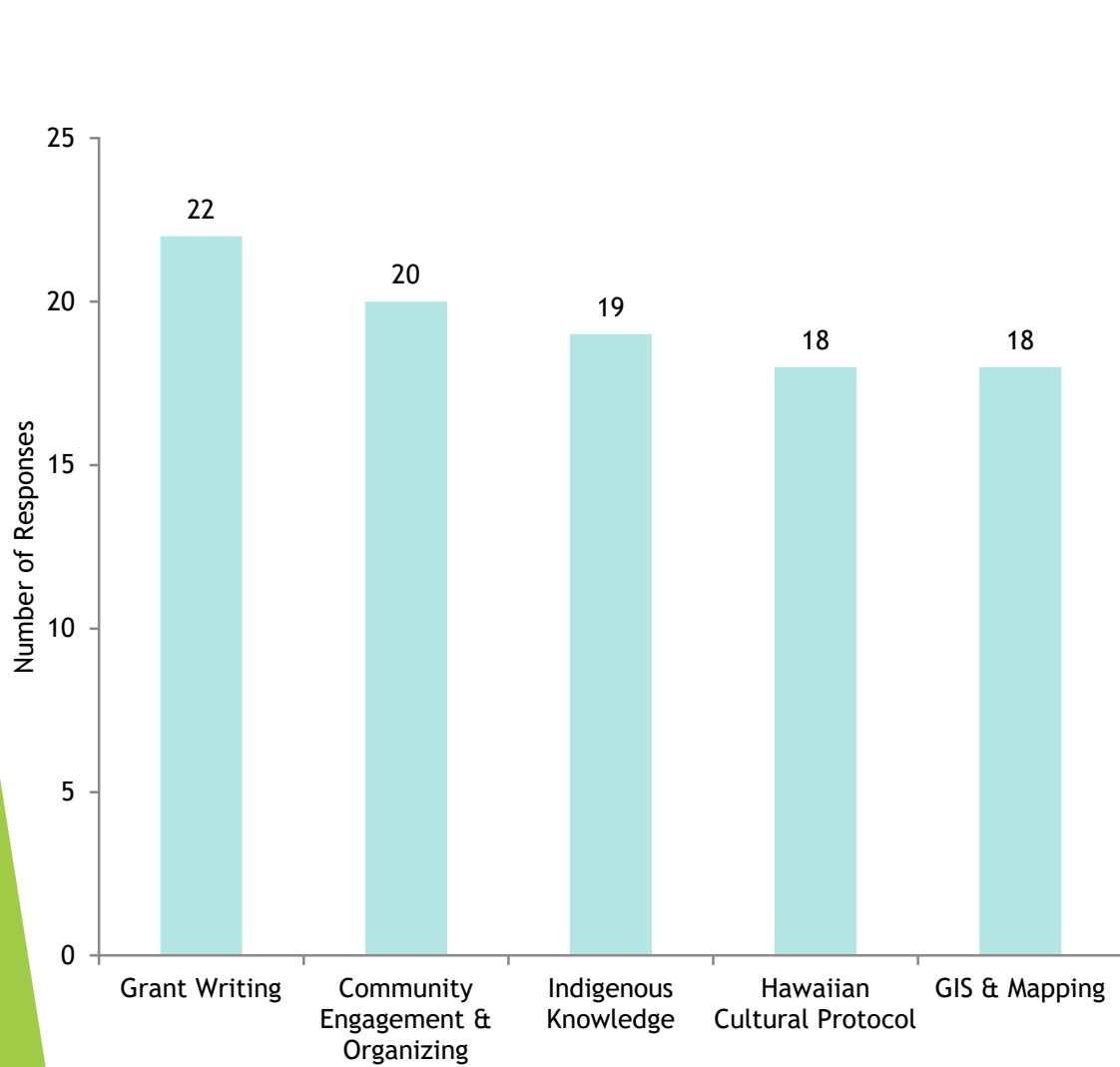
■ Organization (82): Climate Change, Renewable Energy, Agriculture

■ Individual (134): Climate Change, Fishpond Restoration, Food Security

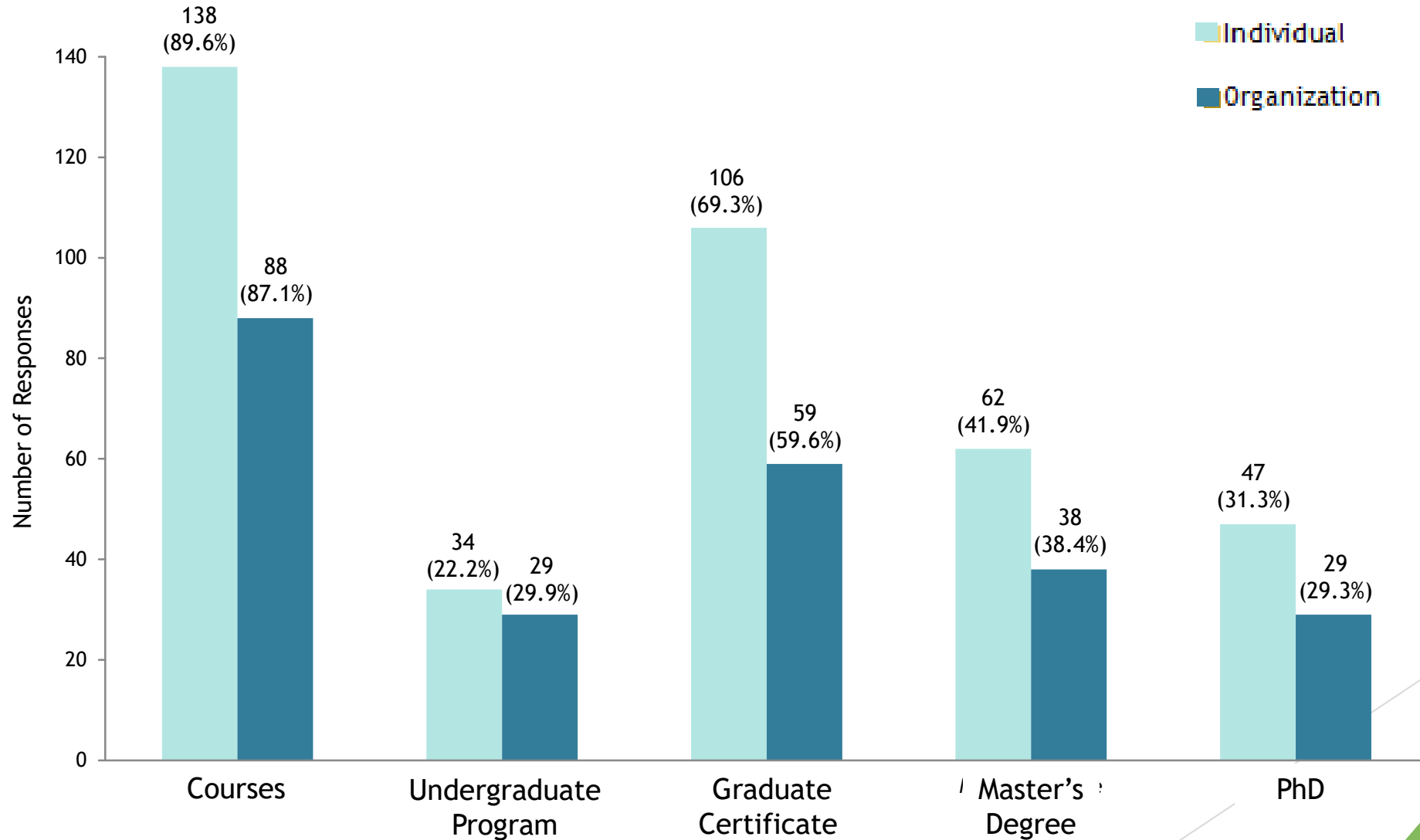
Rank of Training Needs: Overarching Topics



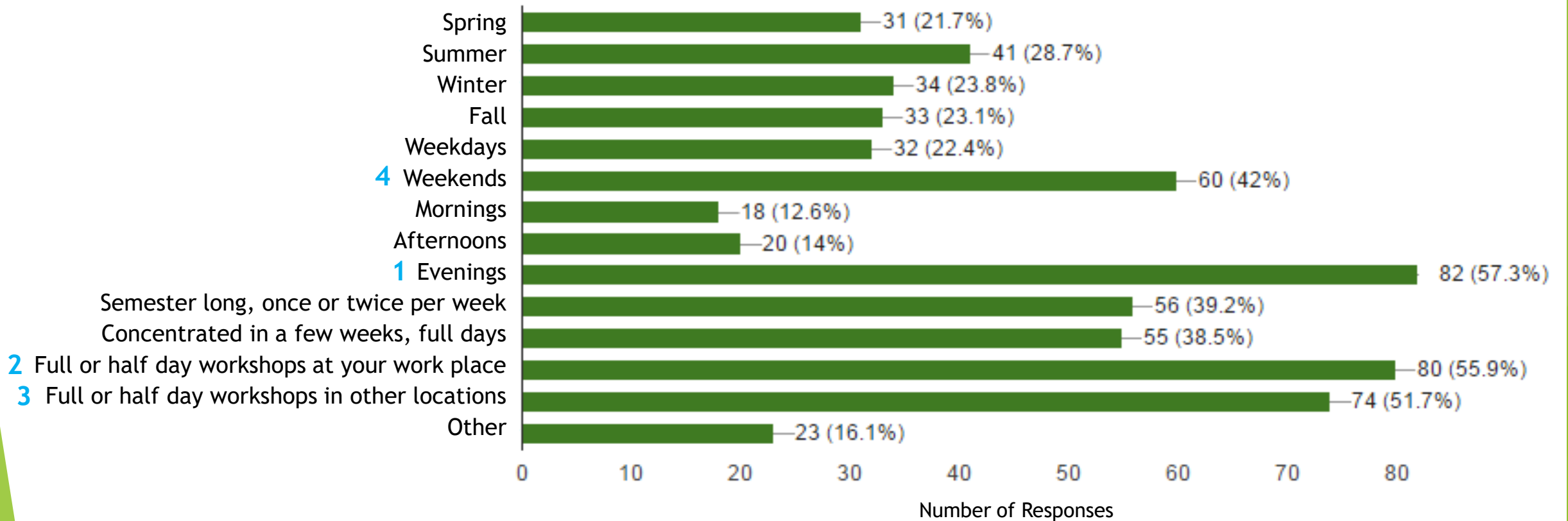
Top 5 Training Needs: Subtopics



Preferences for Furthering Education ("Interested" & "Very Interested" Responses)



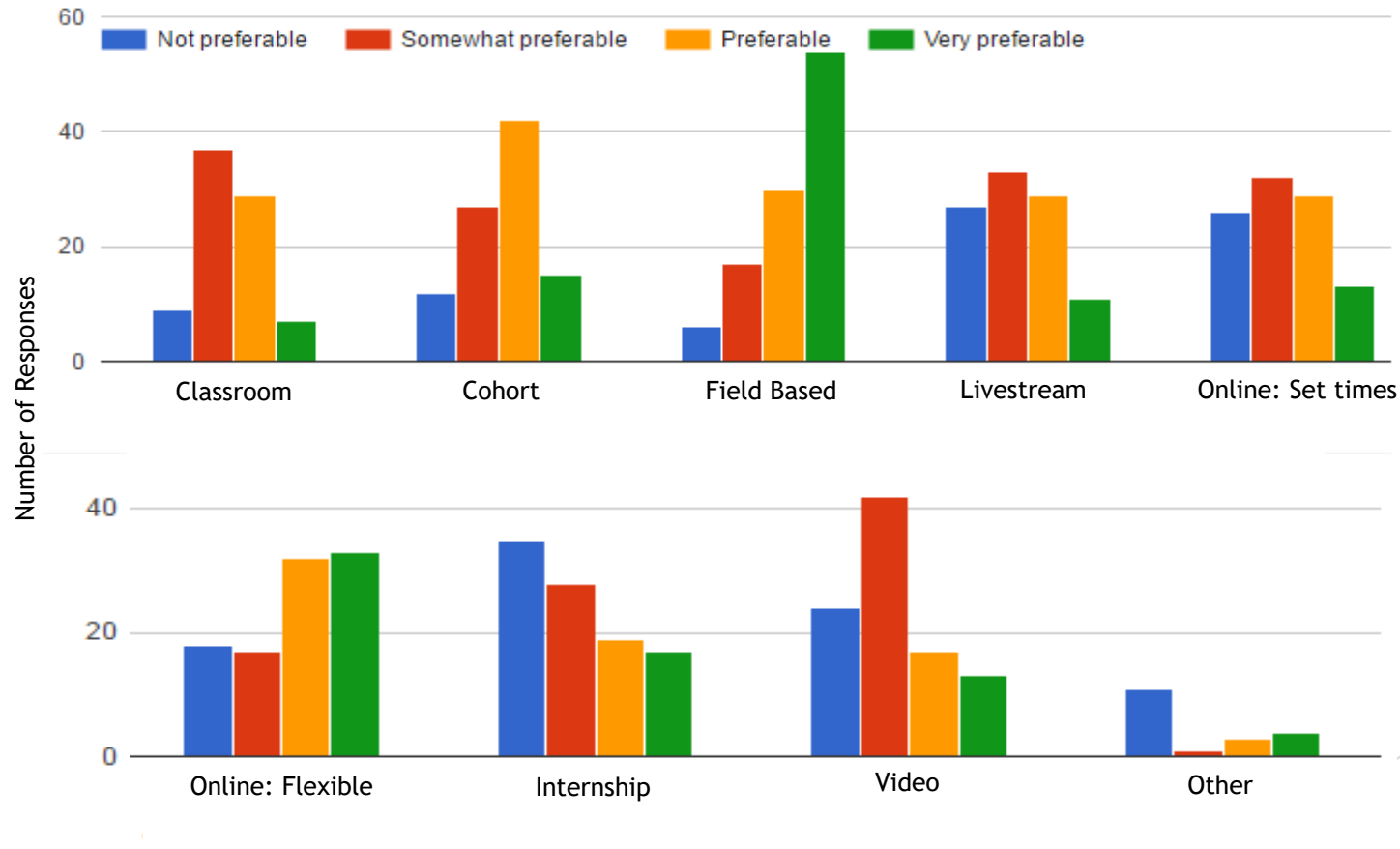
*What would be convenient TIMES for you to attend such a program?



143 responses

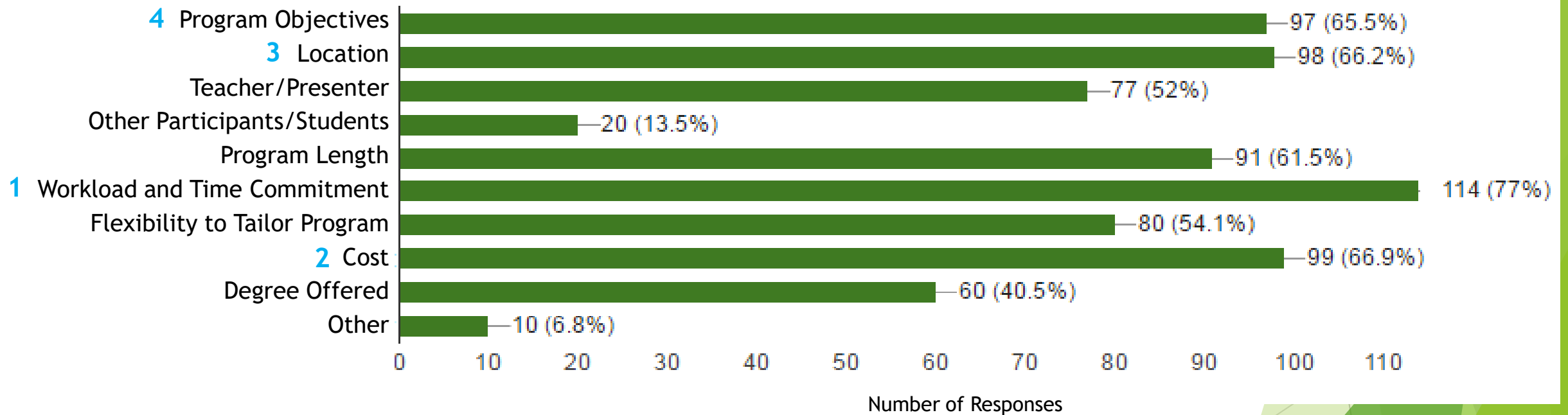
On a scale of 1 - 4, how preferable are the following educational formats for you?

- 1 FIELD BASED: outdoor, hands-on, experiential learning opportunities
- 2 ONLINE: students individually log on and work on curriculum, times are flexible



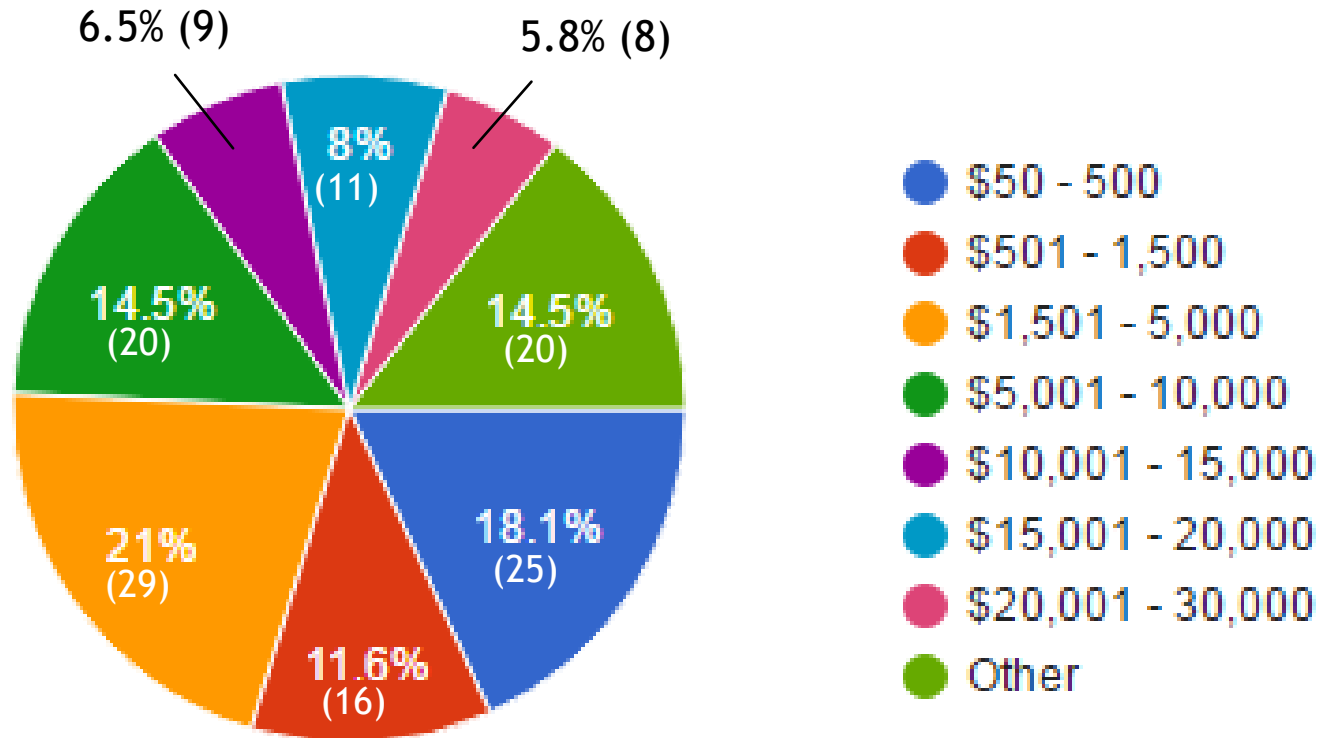
148 responses

*Which of the following would influence you to attend such a program?



145 responses

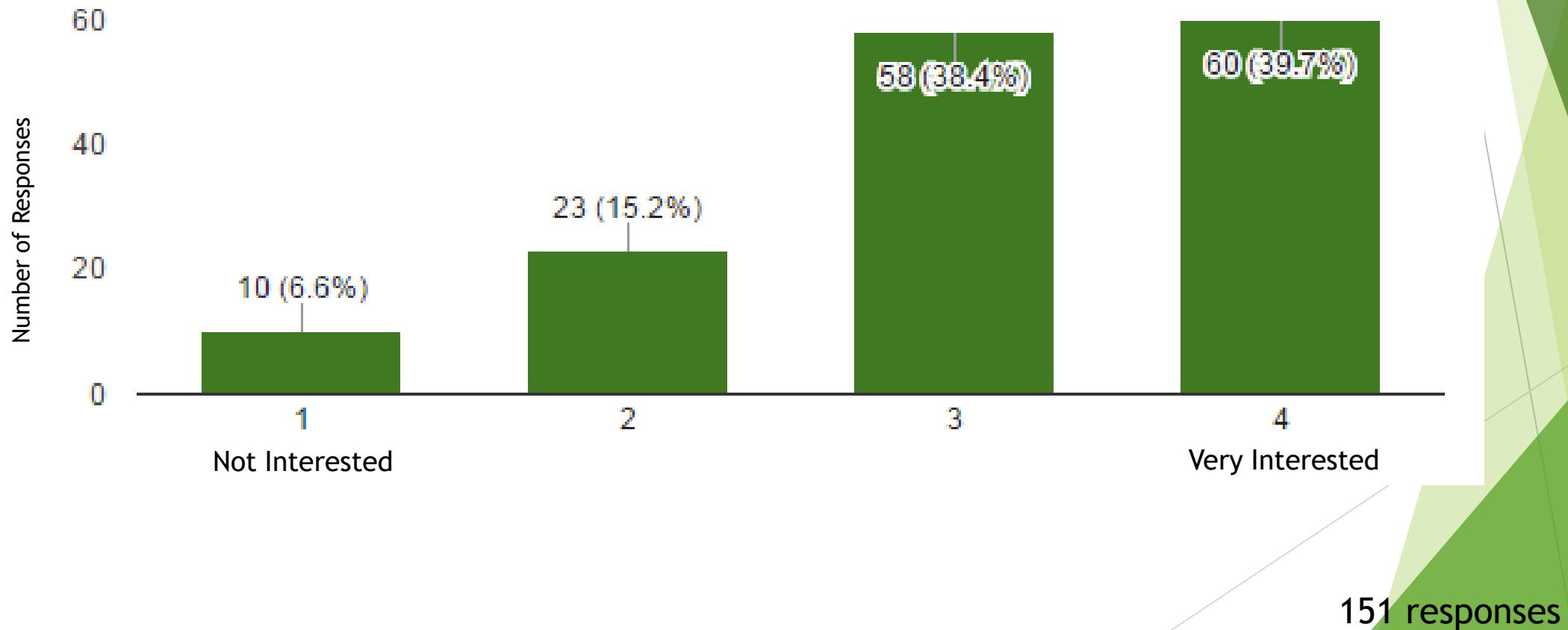
How much would you be willing to pay for yourself to attend such a program?



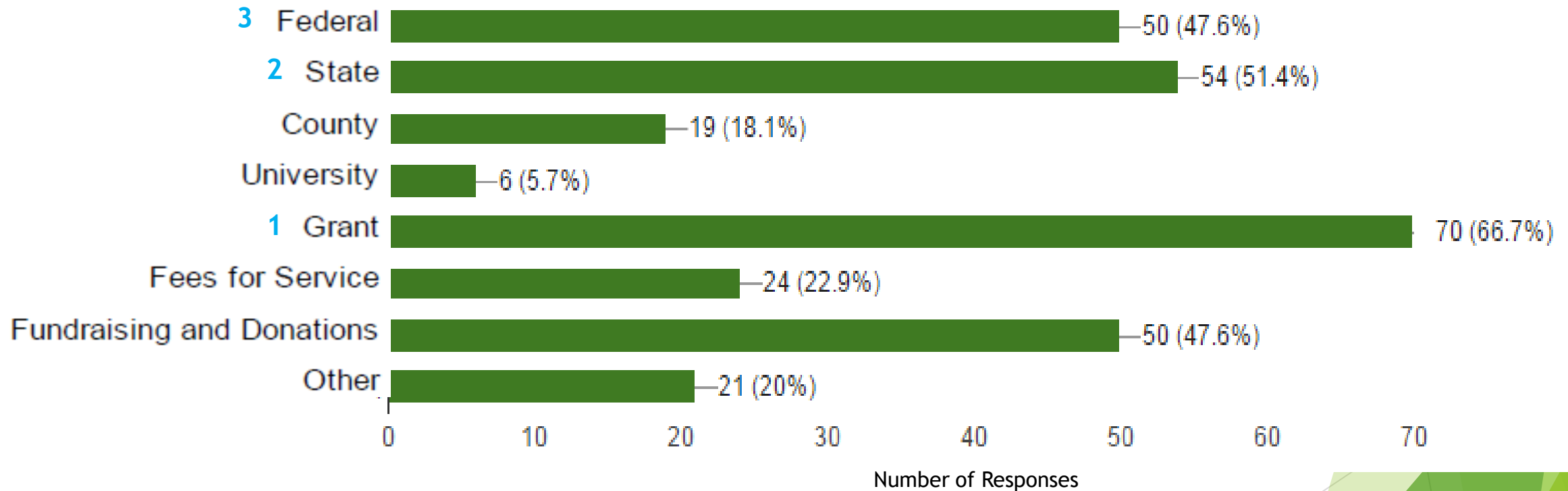
34.8% willing to pay \$5,000–10,000
20.3% willing to pay \$10,000–15,000

138 responses

On a scale of 1-4, how interested would you be in helping to provide teaching, mentoring and expertise in such a program?

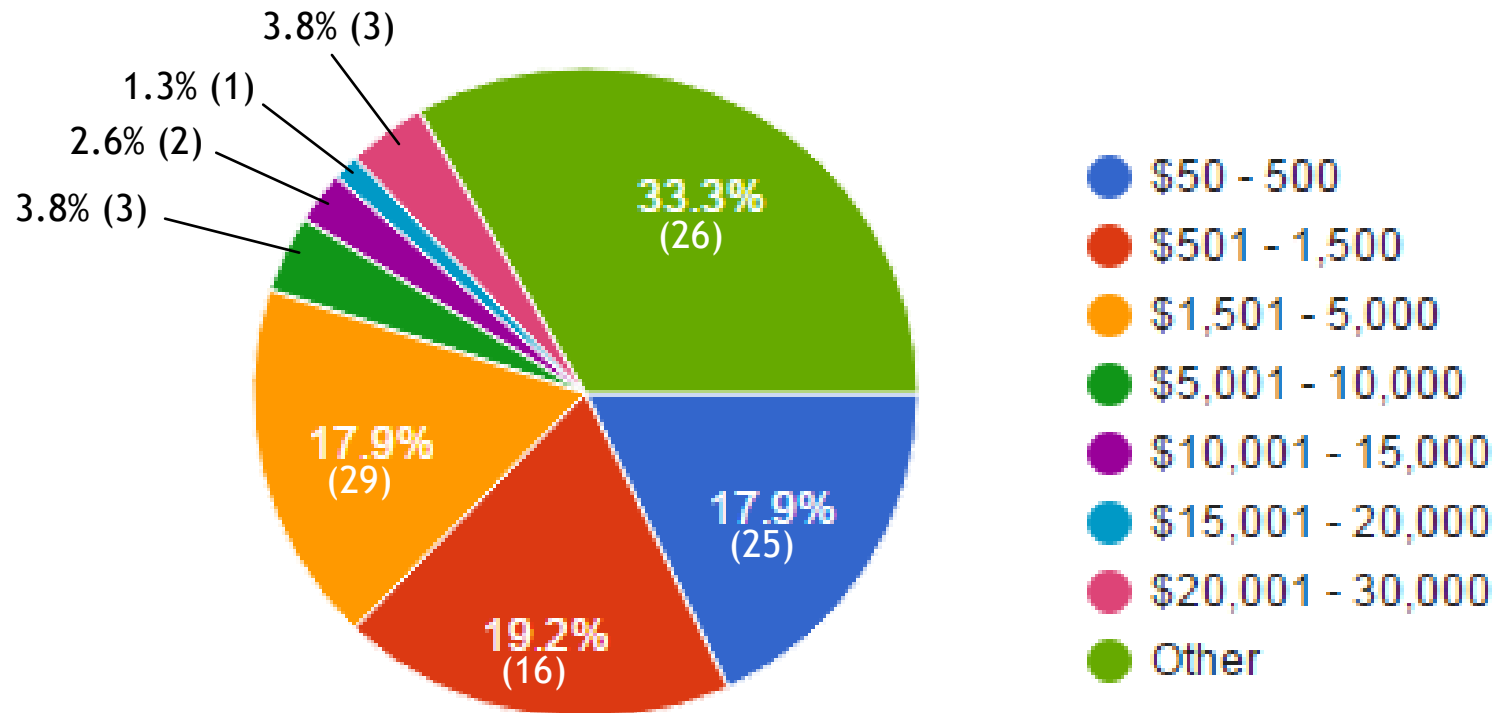


*What are your org's regular sources of funding?



105 responses

Would your organization be willing to contribute funding to support such a program or for individuals from your organization to attend? How much per participant?



33.3% (26) "Other" translates to \$0 for most

78 responses

What sorts of education and training does your org base promotion decisions on?

Education, subject matter expertise x24

Experience x11

Skills x9

Performance: achievements, quality of work x9

NOT dependent on education and training x6

Need & availability of employees x5

Work ethic x5

Capacity & learning ability x4

People skills & personality x3

Available funds x2

72 responses

What are 3 main skills, areas of knowledge or traits you are looking for in hiring personnel for your organization?

Knowledge & skills related to field and of Hawaiian ecosystems and species

E.g.; GIS, species i.d., ungulate fence installation, fishpond ecology, hydrology,...

Understanding of, sensitivity to, and respect for Hawaiian cultural values, knowledge and science

Ability to communicate and work well with others

Program management skills - budgeting, fundraising, writing, organizing, partnering

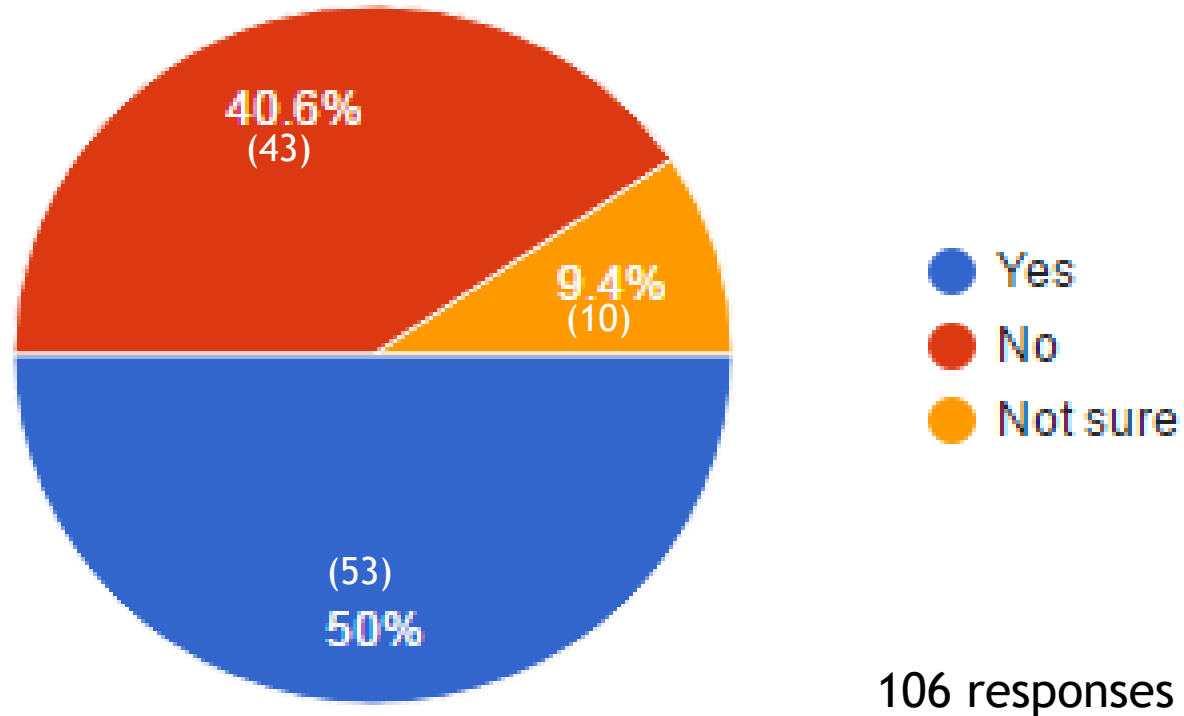
Character: Positive, flexible, integrity, honesty, ha'aha'a, strong work ethic, passion for the place/kind of work

Desire to learn and ability to think abstractly, analytically, creatively

Community capacity building and organizing

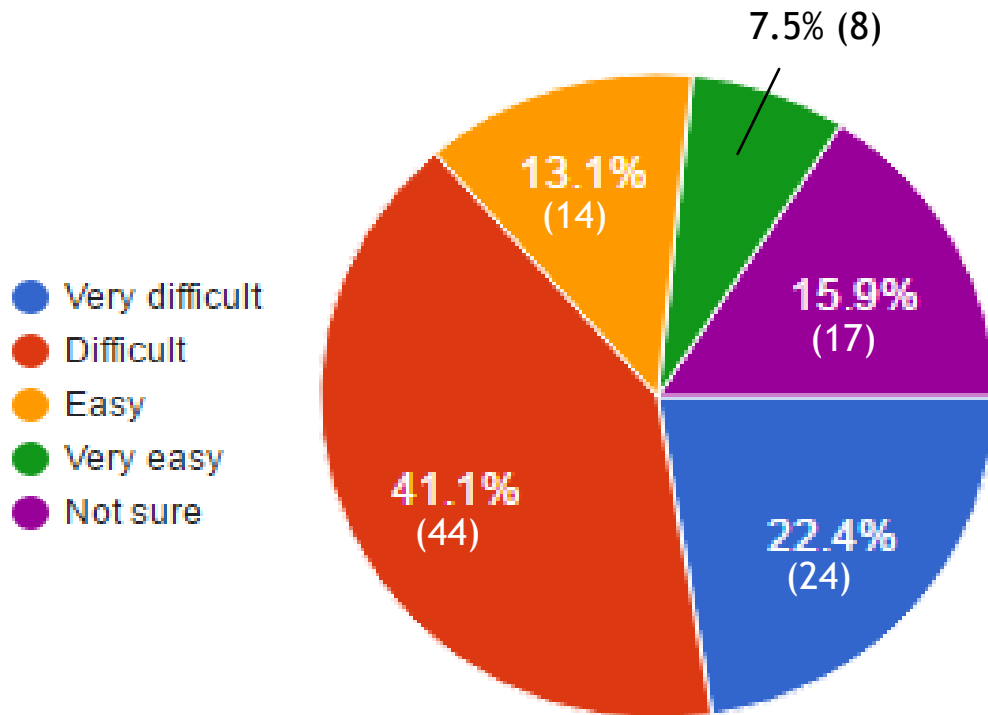
88 responses

Do you currently have job openings?



Average # of openings = 4, Mode = 2 (52 responses)

How easy is it for you to recruit qualified personnel to work in your organization?



20.6% (22) Easy or Very Easy

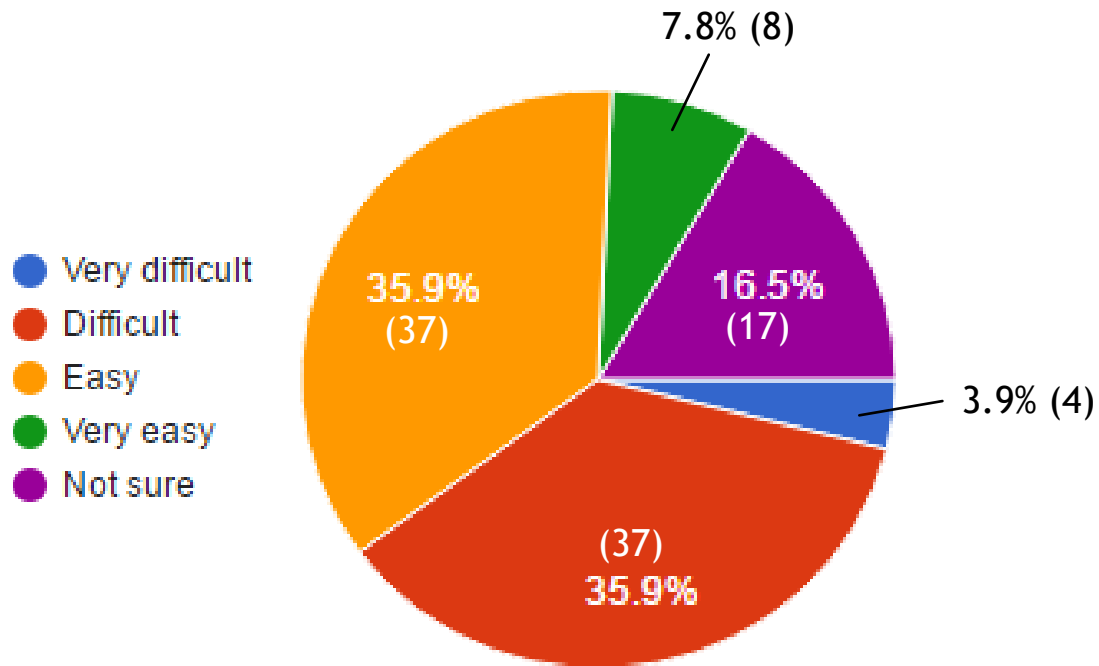
- It's an amazing job
- It varies but qualified people are out there and want to work for us

63.5% (68) Difficult or Very Difficult

- Limited funding
- Remote areas are undesirable
- Hard to find locals with the education & skills
- Qualified applicants want higher pay
- Cost of living too high
- Work ethic and skill set of college graduates is hard to match with the demands of positions
- Lack of on-the-ground experience
- Mostly from the mainland, don't know Hawaiian culture or history, lack local knowledge

107 responses

How easy is it to retain these personnel?



35.9% (37) Easy

- Easy if they are from the area
- Those who commit to our org. commit to this place, the ohana, and long term well-being of community
- Good wages/benefits & positive environment
- Work in a beautiful place with amazing people
- Horizontal leadership and involve all employees in decision making

35.9% (37) Difficult

- Non-competitive salaries
- High cost of living
- Can't guarantee positions with grant funding, puts stress on everyone
- Burnout from government bureaucracy
- Many people move back to mainland or go to Fed jobs

103 responses

Final thoughts or suggestions for education and training to improve efforts to care for natural resources in HI

Keep costs low, and classes on days/times where working makua, kupuna, and students can attend. Mahalo.

Biocultural stewardship

...more ways that families who have long time inter-generational practices and knowledge be integrated into high PAID and RESPECTABLE positions of resource management. There are many families on Kaua'i whom have lived here for generations who know the resources they depend on very intimately. There needs to be a way where their knowledge and practice can be honored equally to that of a master or doctoral level degree.

Community based non-profits that manage wahi pana **are in GREAT need of academic & research partnerships, that provide the professor and students with real world problems they can solve in class, or as a project each semester.**

Need more HANDS ON LEARNING; less lectures, papers and theory.

More education on ecosystem restoration

The ability for **outer island students** (i.e., not Oahu). Especially Kauai, Molokai, Maui, Niihau, Lanai **students who want to pursue BA/S, MA/S or PhDs the ability to do so remotely**. Many people in Malama Aina jobs are there because of the great kuleana they feel for place. **Their desire to remain and mālama those wahi (places), coupled with higher education being centralized in Hawai'i, is a bar to many potential haumana (students) from achieving advanced degrees.**

Citizen science opportunities

Every elected official should be required to take these courses so that we (conservation professionals) don't have to explain to them why it's important.

A series of **workshops (1-8 hrs each) during the business work week**, near downtown, Kaka'ako or Makiki would be ideal..for professional development.

I would love to know when courses are being offered so I could sign up.

Make it happen

Mahalo for taking the time to participate.

