

# Una carrera profesional en conservación ¿Qué opciones se plantean?



**¿Quiénes sois  
vosotros?**

**¿Por qué estáis aquí?**

**¿En qué os gustaría  
desarrollar una  
carrera profesional?**



**¿Quiénes soy yo?**

**¿A qué me dedico?**

**¿Cómo he llegado  
hasta aquí?**





CAMPUS  
DE EXCELENCIA  
INTERNACIONAL





# biodiversidad

integrando los ecosistemas en las empresas y en la sociedad





Conservación de la Biodiversidad,  
cuestión compleja

# What Is Conservation Science?

PETER KAREIVA AND MICHELLE MARVIER

La conservación trabaja en **reducir potencialmente la tasa de extinción, mejorar el manejo de los hábitats silvestres y mitigar los impactos de las tecnologías.**

Es reactiva y está a la defensiva; su objetivo es minimizar las pérdidas y, en la medida en que esto sea posible, mantener el mundo como lo fue antes.

*La conservación es fundamentalmente una expresión de los valores humanos (Sarkar 2005).*

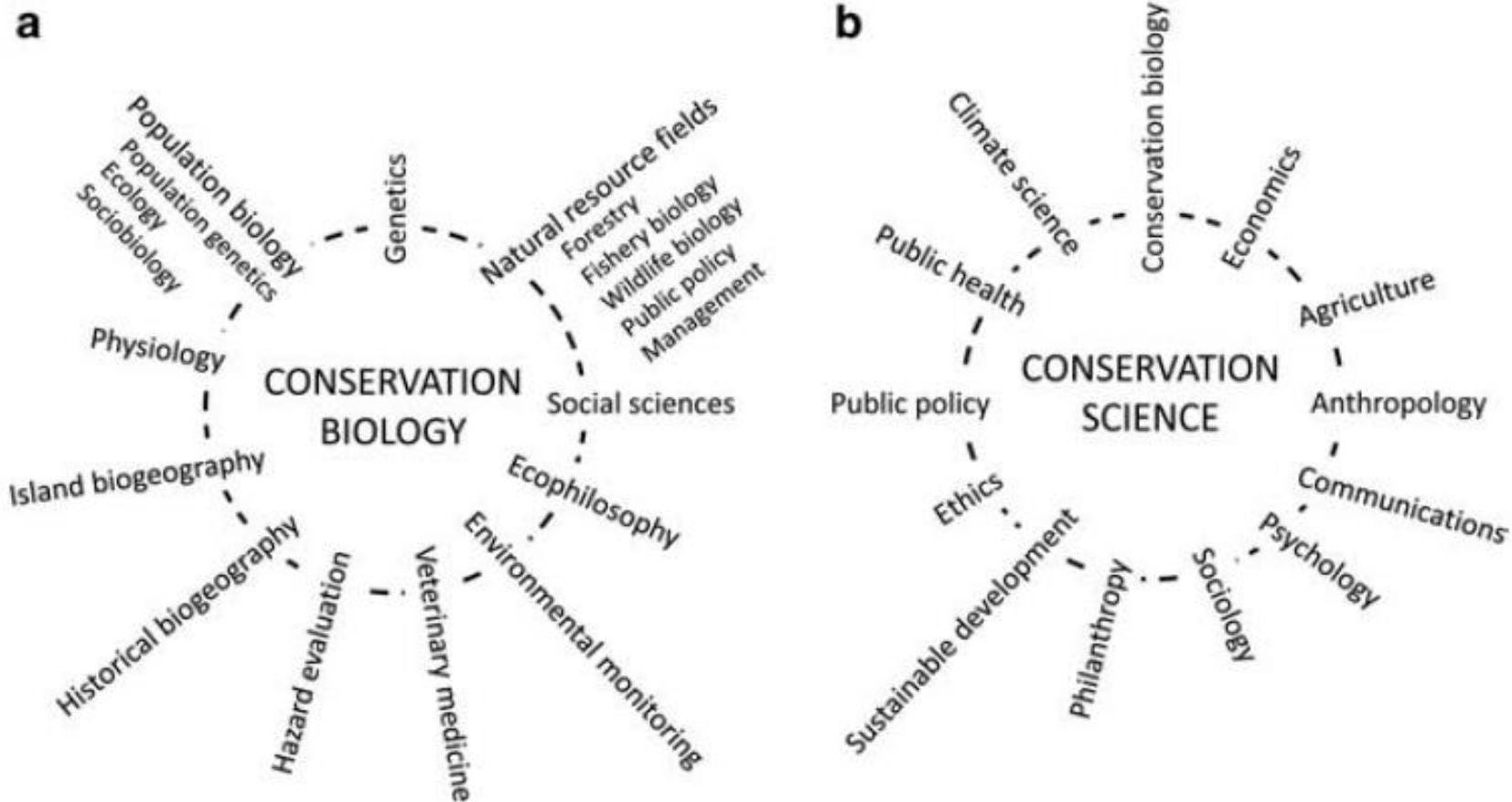
# What Is Conservation Science?

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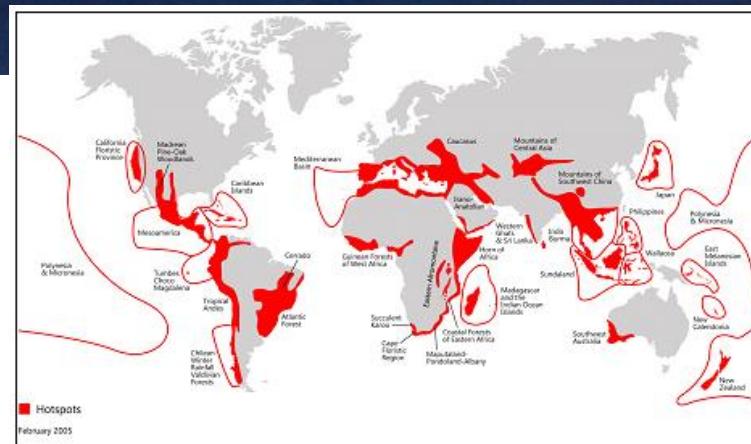
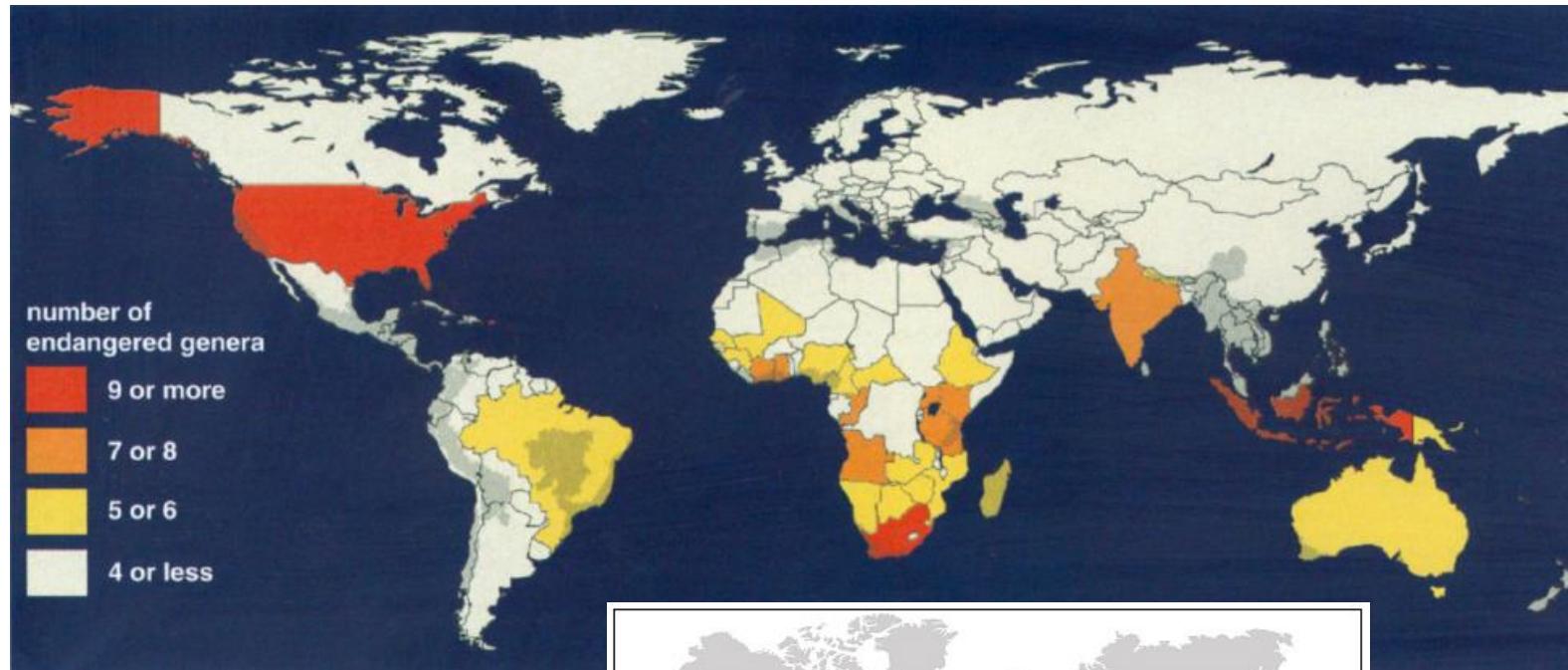
# What Is Conservation Science?

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# Los retos que enfrentamos

La conservación debe ocurrir dentro de paisajes alterados por el hombre.



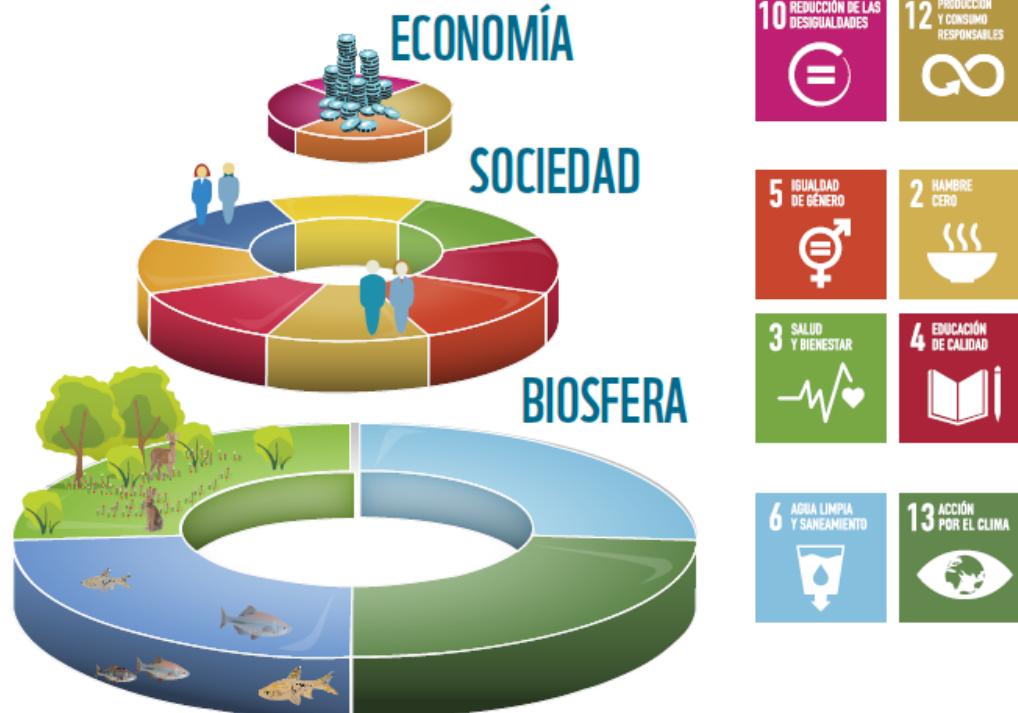
Kareiva & Marvier 2003

Myers et al. 2000

# Los retos que enfrentamos

La conservación será un éxito duradero solo si las personas apoyan los objetivos de conservación.

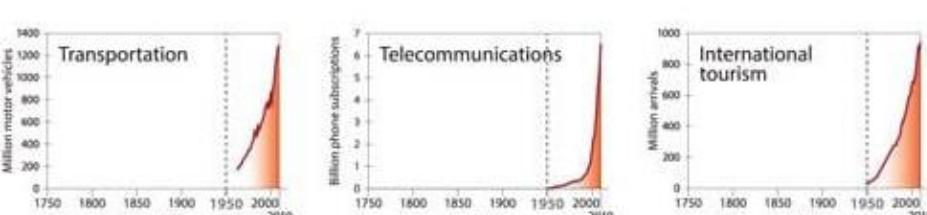
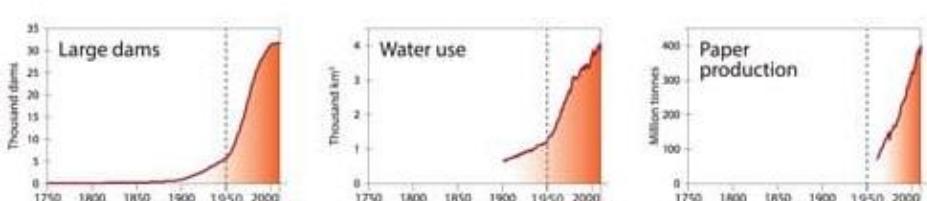
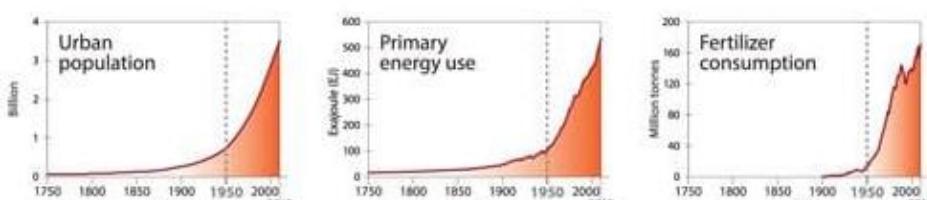
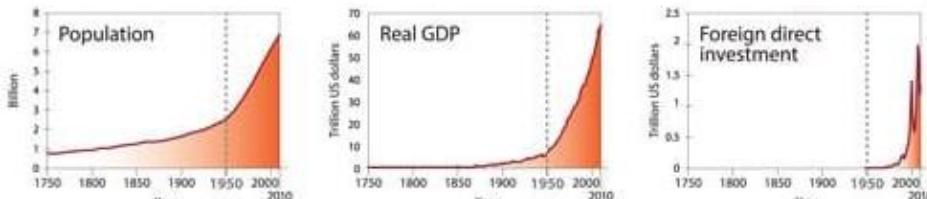
(crédito: Azote Images  
for Stockholm Resilience  
Centre)



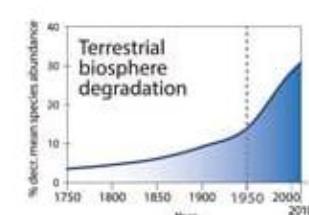
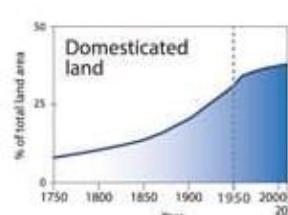
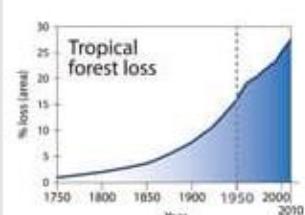
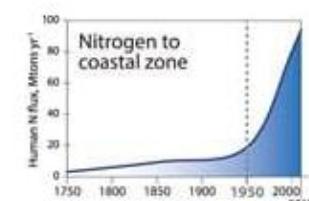
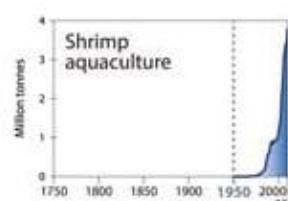
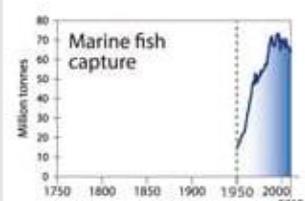
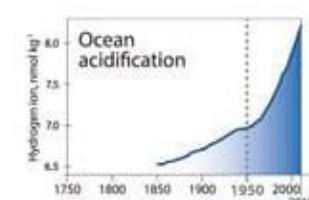
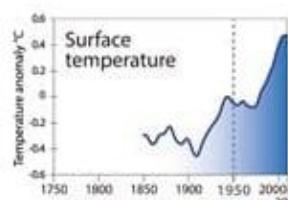
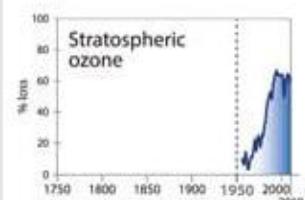
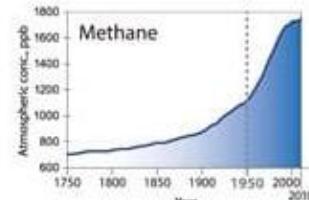
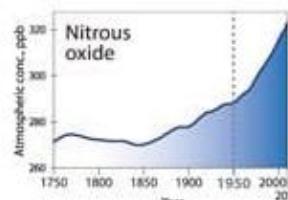
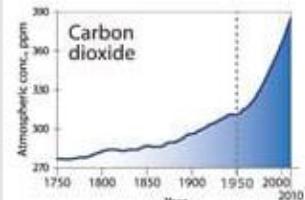
# Los retos que enfrentamos

Las corporaciones son las "especies clave" de los ecosistemas globales.

## Socio-economic trends



## Earth system trends



# Los retos que enfrentamos

Buscar el WIN TO WIN entre los objetivos de conservación y los de desarrollo económico.

## Protecting Ecosystems and Alleviating Poverty with Parks and Reserves: ‘Win-Win’ or Tradeoffs?

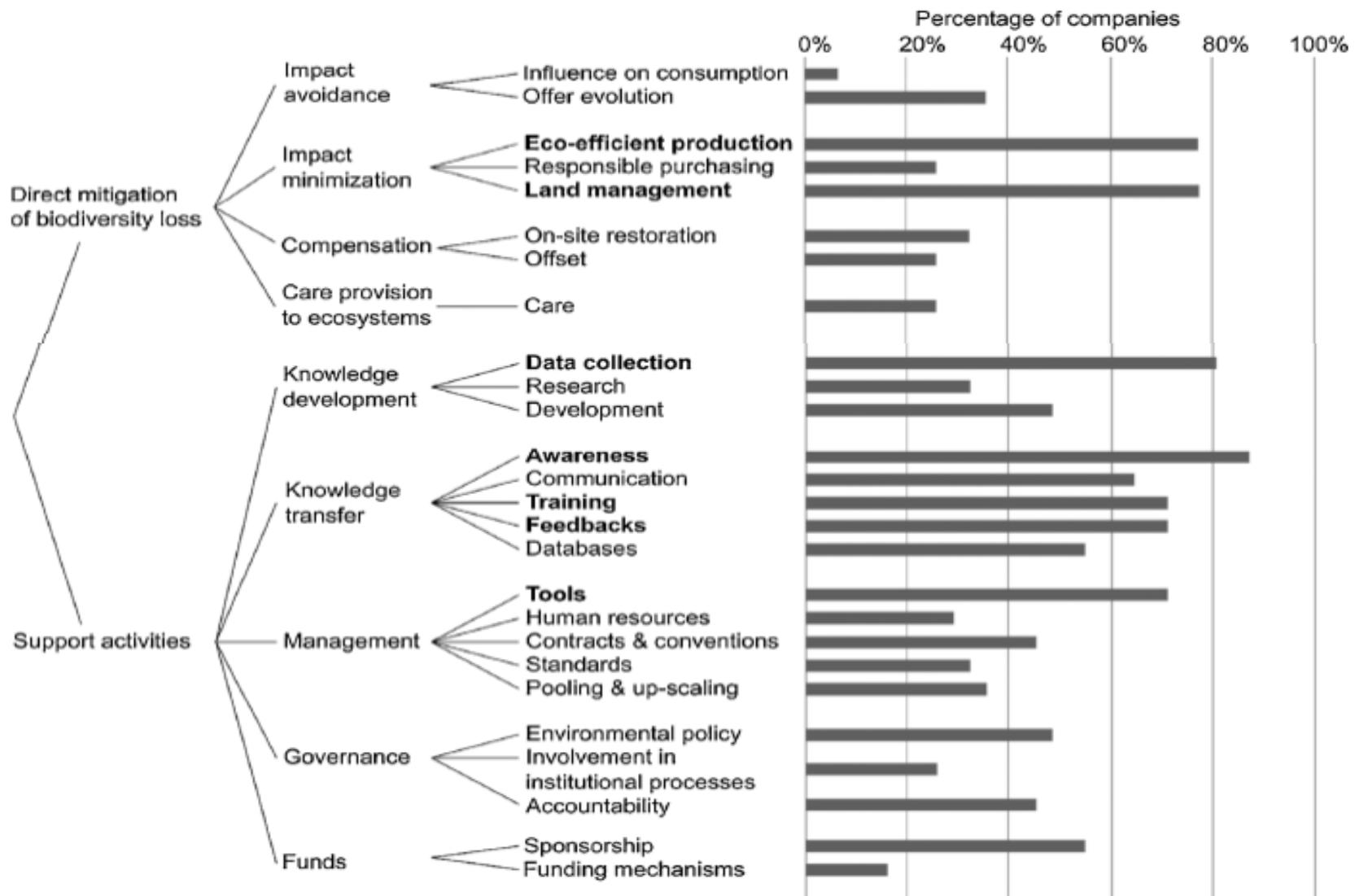
**Paul J. Ferraro · Merlin M. Hanauer**

La conservación no debe infringir los derechos humanos y debe abarcar los principios de imparcialidad y equidad de género.



Conservationists face death penalty in Iran

# ¿Cómo trabajan las empresas en conservación de la biodiversidad?



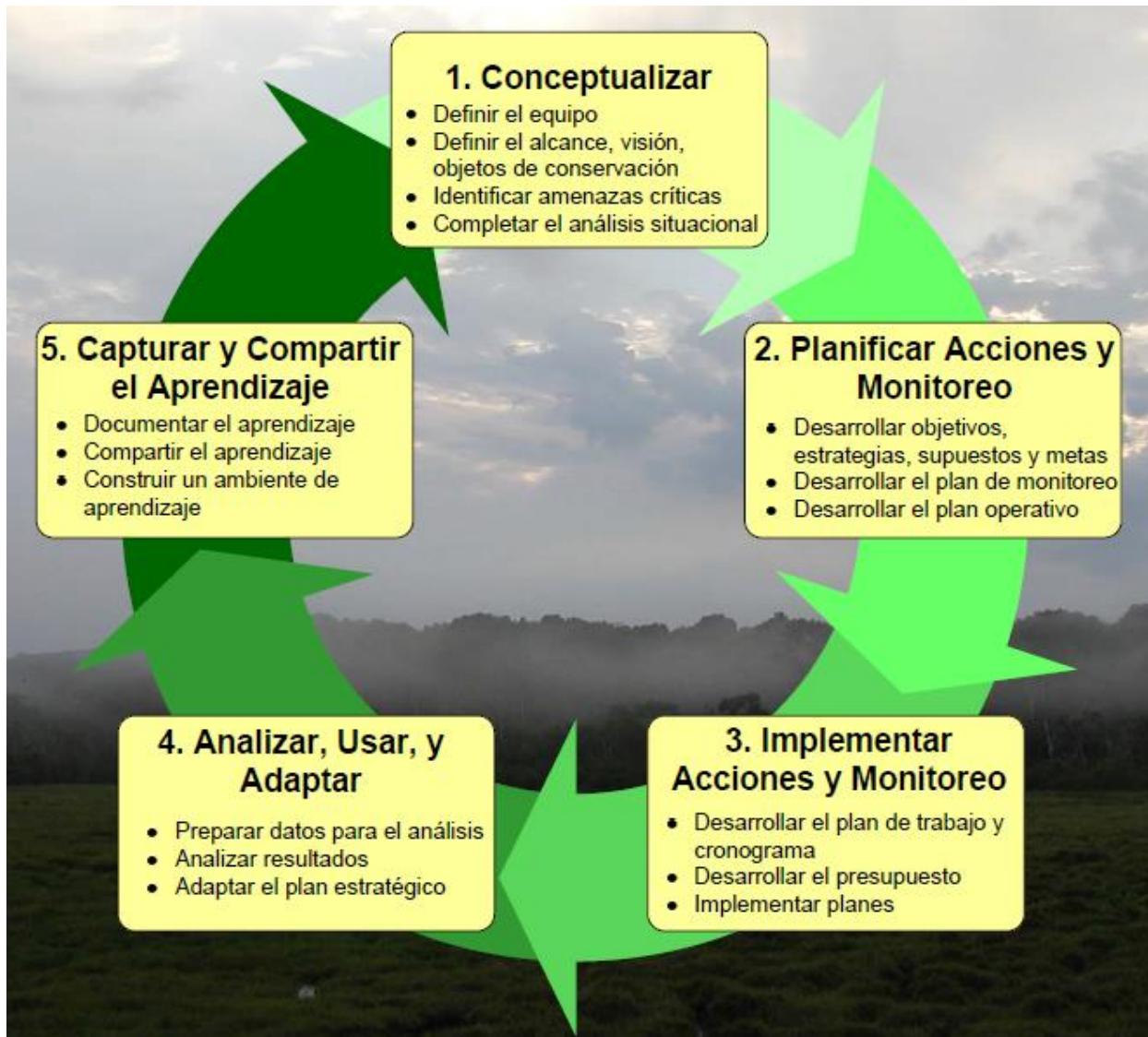
# ¿Cómo llegar a trabajar en conservación?

Skill category	<i>Developing countries</i>		<i>Economically developed countries</i>			
	<i>all sectors</i>	<i>all sectors</i>	<i>academic</i>	<i>government</i>	<i>nonprofit</i>	<i>private</i>
Specific disciplinary	<i>6.8<sup>x</sup>(0.7)</i>	<i>12.3<sup>y</sup>(1.1)</i>	<i>7.4<sup>ac</sup>(2.0)</i>	<i>19.6<sup>b</sup>(2.2)</i>	<i>7.3<sup>a</sup>(1.0)</i>	<i>17.8<sup>bc</sup>(3.4)</i>
General disciplinary	<i>18.4 (1)</i>	<i>19.3 (1.1)</i>	<i>29.3<sup>a</sup>(4.7)</i>	<i>20.8<sup>ab</sup>(2.9)</i>	<i>15.6<sup>b</sup>(0.9)</i>	<i>18.4<sup>ab</sup>(2)</i>
Project management	<i>7.8 (0.6)</i>	<i>7.0 (0.6)</i>	<i>1.8<sup>a</sup>(1.3)</i>	<i>6.9<sup>b</sup>(1.2)</i>	<i>7.2<sup>b</sup>(0.8)</i>	<i>10.6<sup>b</sup>(1.7)</i>
Interpersonal skills	<i>7.1 (0.6)</i>	<i>5.2 (0.4)</i>	<i>3.7 (1.2)</i>	<i>4.2 (0.8)</i>	<i>6.1 (0.6)</i>	<i>5.8 (1.2)</i>
Field experience	<i>1.3 (0.4)</i>	<i>1.1 (0.3)</i>	<i>0.5 (0.5)</i>	<i>1.1 (0.5)</i>	<i>1.1 (0.4)</i>	<i>1.4 (0.7)</i>
Written communication	<i>5.8 (0.4)</i>	<i>6.8 (0.4)</i>	<i>3.2<sup>a</sup>(1.2)</i>	<i>6.8<sup>ab</sup>(0.8)</i>	<i>7.6<sup>b</sup>(0.5)</i>	<i>7.6<sup>b</sup>(0.9)</i>
Program leadership	<i>2.4 (0.3)</i>	<i>2.1 (0.3)</i>	<i>2.5<sup>ab</sup>(1.1)</i>	<i>1.3<sup>ab</sup>(0.5)</i>	<i>3.2<sup>a</sup>(0.6)</i>	<i>0.2<sup>b</sup>(0.2)</i>
Networking	<i>4 (0.4)</i>	<i>4.6 (0.4)</i>	<i>2.5 (1.1)</i>	<i>4.5 (0.9)</i>	<i>5.6 (0.7)</i>	<i>4.1 (0.9)</i>
Personnel leadership	<i>3.2 (0.3)</i>	<i>3.2 (0.4)</i>	<i>3.2<sup>ab</sup>(1.1)</i>	<i>2.2<sup>a</sup>(0.6)</i>	<i>4.5<sup>b</sup>(0.6)</i>	<i>1.5<sup>a</sup>(0.5)</i>
Analytical, technical skills	<i>5.3<sup>x</sup>(0.6)</i>	<i>8.9<sup>y</sup>(0.8)</i>	<i>3.5<sup>a</sup>(1.8)</i>	<i>13.3<sup>b</sup>(2)</i>	<i>7.4<sup>ab</sup>(1.1)</i>	<i>10.1<sup>b</sup>(1.5)</i>
Oral communication	<i>4.1 (0.3)</i>	<i>5.5 (0.4)</i>	<i>3.4<sup>a</sup>(1.2)</i>	<i>5.5<sup>ab</sup>(0.7)</i>	<i>6.5<sup>b</sup>(0.6)</i>	<i>4.7<sup>ab</sup>(0.8)</i>
Outreach	<i>1.3 (0.2)</i>	<i>2.4 (0.3)</i>	<i>2.6<sup>ab</sup>(1.3)</i>	<i>2<sup>ab</sup>(0.6)</i>	<i>3.3<sup>a</sup>(0.5)</i>	<i>0.5<sup>b</sup>(0.3)</i>
Independent	<i>3.2 (0.4)</i>	<i>2.3 (0.3)</i>	<i>2.2<sup>ab</sup>(1.3)</i>	<i>1.1<sup>a</sup>(0.4)</i>	<i>3<sup>b</sup>(0.5)</i>	<i>2.5<sup>ab</sup>(0.8)</i>
Fundraising	<i>5.1 (0.6)</i>	<i>3.7 (0.4)</i>	<i>6.2<sup>a</sup>(1.7)</i>	<i>1.6<sup>b</sup>(0.6)</i>	<i>4.8<sup>a</sup>(0.7)</i>	<i>1.9<sup>ab</sup>(0.7)</i>
Complete tasks	<i>1.6 (0.2)</i>	<i>1.7 (0.3)</i>	<i>0<sup>a</sup>(0)</i>	<i>1.6<sup>ab</sup>(0.5)</i>	<i>2.4<sup>b</sup>(0.4)</i>	<i>1.8<sup>ab</sup>(0.7)</i>
Multidisciplinary	<i>1.1 (0.3)</i>	<i>1.2 (0.3)</i>	<i>3.8 (1.5)</i>	<i>0.6 (0.3)</i>	<i>1 (0.3)</i>	<i>0.6 (0.3)</i>
International experience	<i>9.7<sup>x</sup>(0.6)</i>	<i>1.7<sup>y</sup>(0.3)</i>	<i>0.7<sup>ab</sup>(0.5)</i>	<i>0.8<sup>a</sup>(0.6)</i>	<i>2.9<sup>b</sup>(0.6)</i>	<i>0.8<sup>ab</sup>(0.5)</i>
Flexibility	<i>2.9 (0.4)</i>	<i>2.5 (0.4)</i>	<i>1.5<sup>*</sup>(1.1)</i>	<i>1.8<sup>*</sup>(0.8)</i>	<i>2.9<sup>*</sup>(0.5)</i>	<i>3.5<sup>*</sup>(1.1)</i>
Conflict resolution, negotiation	<i>0.4 (0.1)</i>	<i>0.6 (0.1)</i>	<i>0 (0)</i>	<i>1 (0.4)</i>	<i>0.7 (0.2)</i>	<i>0.2 (0.2)</i>
Multitasking	<i>1.1 (0.2)</i>	<i>0.7 (0.1)</i>	<i>0<sup>a</sup>(0)</i>	<i>0.2<sup>a</sup>(0.1)</i>	<i>1.2<sup>b</sup>(0.3)</i>	<i>0.8<sup>ab</sup>(0.4)</i>
Teaching experience	<i>3.2 (0.7)</i>	<i>2.6 (0.6)</i>	<i>16<sup>a</sup>(3.2)</i>	<i>0.2<sup>b</sup>(0.2)</i>	<i>0.7<sup>b</sup>(0.3)</i>	<i>0.5<sup>b</sup>(0.4)</i>
Passion for conservation	<i>3.5 (0.5)</i>	<i>1.8 (0.3)</i>	<i>0.6<sup>a</sup>(0.6)</i>	<i>0.4<sup>a</sup>(0.3)</i>	<i>2.6<sup>b</sup>(0.5)</i>	<i>2.9<sup>ab</sup>(0.9)</i>
Publications	<i>0.2<sup>x</sup>(0.1)</i>	<i>1.4<sup>y</sup>(0.3)</i>	<i>4.1 (1.4)</i>	<i>1.4 (0.6)</i>	<i>0.7 (0.3)</i>	<i>1.1 (0.6)</i>
Physical	<i>0.7 (0.2)</i>	<i>1.4 (0.3)</i>	<i>1.4 (1.1)</i>	<i>0.9 (0.4)</i>	<i>2 (0.6)</i>	<i>0.6 (0.4)</i>

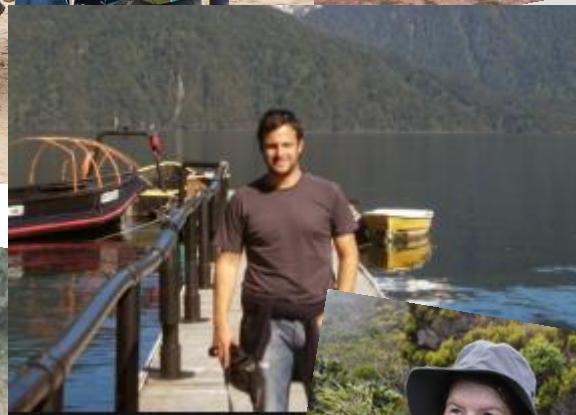
<sup>a</sup>Letters denote similarity among sectors, and an asterisk (\*) indicates differences existed among sectors, but we lacked the statistical power to identify specific differences among sectors.

<sup>b</sup>Skills among the top 5 most mentioned skills within a sector are italicized.

# ¿Cómo llegar a trabajar en conservación?

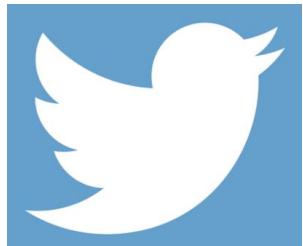


# ¿Cómo hemos llegado a trabajar en conservación?



Gabby Salazar

# Recomendaciones



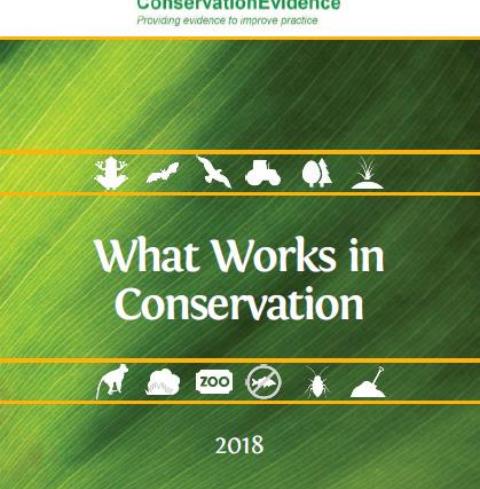
## Positive Impact Finance for Business & Biodiversity

Opportunities and challenges on scaling projects and innovations for biodiversity by the financial sector

K. SMITH

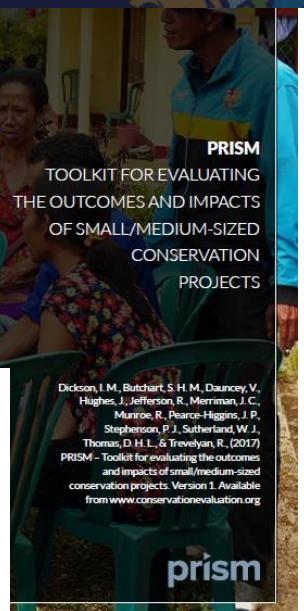


## Guidance for National Biodiversity Indicator Development and Use



## CONSERVATION OPTIMISM SUMMIT 2019

Save the date!  
2-4 SEPTEMBER  
OXFORD, UK  
REGISTER BELOW FOR UPDATES!

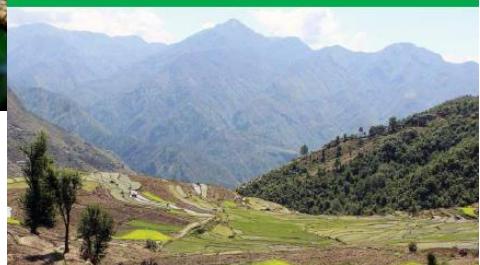


## Guidelines for Species Conservation Planning

IUCN Species Survival Commission's  
Species Conservation Planning Sub-Comm  
Version 1.0



Planning Management  
for Ecosystem Services  
An Operations Manual





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