

## KNOWLEDGE GATHERING, INTEGRATION, AND DISSEMINATION

In taking an ecosystem approach, we need useful data and information gathering and management programs (such as research, inventory, monitoring, and assessment) to advance our knowledge of ecosystem function and human impacts. Sharing our knowledge is essential to understand the earth and to guide human behaviour in, on, and above its landscapes and waterscapes.

### Information for Decision Making

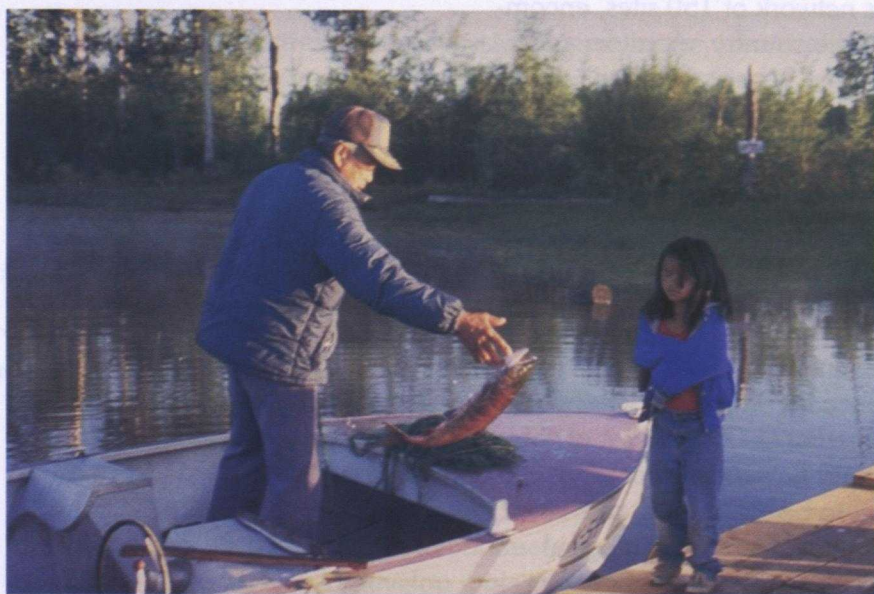
In Canada, we have data and information available to draw upon for decision making in support of sustainable development. However, gaps remain with respect to a number of areas, a significant one being the extent and state of Canada's biological resources. As well, the long-term environmental monitoring and assessment capability must be strengthened for such a vast country. The challenge remains of how to integrate social, economic, and environmental data and information in order to improve our understanding of relationships between people and the environment within an ecosystem context and how to develop indicators to measure our progress toward sustainability.

### Connecting People with Nature

*Since 1991, The Evergreen Foundation has been connecting people with nature through the enhancement of healthy natural environments in schools and communities across Canada. The foundation has created two programs to bring nature and communities together: the Learning Grounds Program, which focuses on transforming typically flat and barren concrete school grounds into dynamic learning environments, and the Common Grounds Program, which involves the larger community in the preservation and restoration of natural areas in the urban environment.*

### Traditional Knowledge: Linking Elders and Youth

*The First Nation of Nacho Nyak Dun, through the Land and Resources Department in Mayo, Yukon, is linking Elders and youth in order to develop processes and technical capacity to monitor environmental change and to plan for land use activities in their traditional territory. They are being challenged to build a common vision for the continuation of traditional resources management. Grade 12 students are being taught about traditional ecological knowledge, geographic information systems, and the Global Positioning System. Eventually, these project participants will become the next generation of leaders and resource managers.*



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