



Global  
Landscapes  
Forum  
Paris



## Evaluation Report

# Youth in landscapes initiative

Uniting young innovators to create solutions to global land use challenges

1-7 December, 2015  
Paris, France

As part of 2015 Global Landscapes Forum  
(on the sidelines of UNFCCC COP21)

[landscapes.org/youth](http://landscapes.org/youth)



## Evaluation Report

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### Youth in Landscapes Initiative sponsors



### Landscapes Challenge Partners



### Evaluation support



This report was prepared by Mona B. El Zoghbi and Noor Nasir who together led the evaluation of the 2015 Youth in Landscapes Initiative.

Mona B. El Zoghbi is the National Project Coordinator of the Networks of Mediterranean Youth (Net-Med Youth) project at UNESCO-Beirut office. She plans and coordinates projects and activities that promote the active engagement and empowerment of youth in Lebanon across diverse areas including education, employment, sustainability, media, and policy dialogue. Mona holds a Master in Environmental Sciences and PhD in Sustainable Development.

Noor Nasir has recently completed her Master's at Lund University in Environmental Studies and Sustainability Science. As part of her thesis and work within the Youth in Landscapes Initiative, she was allowed to explore her interests in youth engagement within sustainability and the importance of youth participation and empowerment within that realm. Noor hopes to continue promoting youth engagement in her future work to showcase how with the right tools and motivation, youth can have a meaningful and long-term impact on current global issues.

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# Foreword

I'm incredibly proud to have been part of the leadership team of the 2015 youth activities at the Global Landscapes Forum. In three years we have seen this program grow incredibly quickly and creatively, due largely to a commitment to evaluating and strengthening what works and discarding what doesn't. This report is the most ambitious evaluation we have conducted and we are incredibly lucky to have Mona Zoghbi from UNESCO and Noor Nasir from Lund University leading the evaluation this year.

Against the backdrop of the world's largest climate and development agreements, the 2015 program was reimagined and rebranded as the 'Youth in Landscapes' Initiative. The Initiative is the largest partnership<sup>1</sup> of youth in land sectors, representing over 18,000 young people working or studying in agriculture, forestry and agroecology.

Our vision was to bring together 50 collaborative, compassionate and courageous young leaders - selected from a diverse range of sectors, geographies and backgrounds - and give them the task of generating real-world solutions to five land-use [challenges](#) that were identified and designed by organizations working on the ground.

Participants used digital tools, leadership development and collaborative problem solving skills to solve these challenges, meeting [online](#) and also face-to-face for an intensive workshop immediately prior to the Forum.

The program focused not only on generating challenge solutions but also on developing skills necessary for effectively participating at the Forum (what is a landscape, pitching yourself and your ideas, networking) and, perhaps most significantly, for effectively working in landscapes (active listening, consensus building, facilitation, critical thinking, and community building). Indeed our program was actually an intensive application of the landscapes approach, and through this process building skills and capacity of the next generation of landscape professionals.

Here are the ideas that were conceived in four days and pitched to the dragon's den:

- **Finance and trade:** An [exchange program between smallholder farmers](#) that empowers them to form cooperatives and share resources, such as storage facilities and centralized distribution centers. Mentored by Livelihoods Fund.
- **Education:** an [online self-assessment tool](#) called LandSelf that allows you to enter your current knowledge and skills and generates a customized curriculum to fill the gaps in your landscape knowledge. Mentored by Wageningen University.
- **Landscape restoration:** Land is an [open-access toolkit](#) that allows communities and organisations engaged in restoration projects in Ethiopia's highlands to monitor their land restoration processes, disaggregated by gender. Mentored by the CGIAR Research Program on Water, Land and Ecosystems.

## 2015 Youth in Landscapes Initiative – By the numbers

150

applications for 50 youth innovator spots

1 in 6

GLF delegates were under the age of 30 years old

1988

subscribers to the Youth in Landscapes newsletters

71

blogspots published on [landscapes.org/youth](#) between June-Dec 2015

300+

people in the audience of the Dragon's Den (including watching the online livestream)

20

senior researchers, policy officers and business representatives mentored 22 youth delegates

<sup>1</sup> Young Professionals for Agricultural Development (YPARD), the International Forestry Students Association (IFSA) and the Global Agroecology Alliance (GAEA).



- **Measuring success:** [an information center](#) that provides real-time data about the impact of different digital educational tools that are being used worldwide and their progress in helping to achieve the SDGs. Mentored by UNEP-DHI
- **Rights and tenure:** [an interactive mapping platform](#) to present data on both locally-defined indicators and national progress towards REDD+ safeguards adherence. Mentored by the Center for International Forestry Research (CIFOR).

Building upon the success of a [pilot mentoring initiative](#) launched in 2014, the 2015 Youth in Landscapes Initiative partnered 22 youth delegates from 17 countries with 22 senior delegates from business, government, NGOs and research institutions and encouraged them to attend conference sessions together. Five of these pairs will continue exchanging knowledge, building networks, and sharing their journeys of professional development over the next 6 to 12 months as part of a collaboratively designed [Youth in Landscapes Initiative long-term mentoring program](#).

Youth were again well represented during the Global Landscapes Forum as session moderators, rapporteurs and plenary speakers. [Salina Abraham](#), the youth representative in the closing plenary, was one of the most celebrated speakers at the Global Landscapes Forum - all closing plenary speakers referenced her speech. Achim Steiner, UNEP Executive Director and UN Under-Secretary-General, then invited Salina to take a seat alongside ministers and leaders in the final plenary.



The Youth in Landscapes page – [www.landscapes.org/youth](http://www.landscapes.org/youth) - was viewed 75,000 times in the three months before the Forum, representing 20% of the traffic to [landscapes.org](http://landscapes.org) during this time. Over 80 participants and mentors wrote reflections about the program, a summary of which can be found [here](#).

With 1 in 6 Forum delegates under the age of 30, the Youth in Landscapes Initiative fills a large void by providing the necessary support to have this demographics' voice effectively included. Beyond the Global Landscapes Forum, this Initiative has served as a model for youth engagement at other international events including the World Forestry Congress and the third Global Conference on Agricultural Research for Development (GCARD3), and programs such as cCHANGE.



The Youth in Landscapes Initiative was the most fun thing I did at the GLF! Building group work and team skills at this early stage in participants' careers will be invaluable for everything they do in future work. I would ideally love to send all my challenge participants to do field work in Brazil on REDD+ and Safeguard Information Systems and/or create a platform to do this.

**Amy Duchelle**  
scientist at the Center for  
International Forestry Research and  
mentor for the Rights and Tenure team..



It's worth stressing that this initiative that is run entirely by a committed team of passionate young volunteers. Imagine what we could achieve with a proper budget!

This report summarises the Initiative's achievements, lessons learned and recommendations for future youth engagement programs. We look forward to more bold commitments to meaningful youth engagement, not just at the GLF but by conference organisers everywhere.

**Michelle Kovacevic**  
Coordinator,  
Youth activities at the  
Global Landscapes Forum (2012-2015)

# 1 Executive summary

The Youth in Landscapes Initiative (YIL) is a youth-led<sup>2</sup> and youth-targeted initiative that took place in Paris as part of the youth component of the Global Landscapes Forum (GLF) 2015. A total of 29 women and 21 men aged 18-35 from 31 countries came together to generate ideas that might help solve some of the most pertinent land-use issues that organizations are facing on the ground today. 46% of the youth participants were from rural areas and they came from a wide variety of professional backgrounds including governmental institutions, NGOs, universities, farming, and the private sector.

Similar to previous years, the youth activities organizing committee chose to define participation as more than youth simply attending or observing a meeting but rather as youth playing a significant and substantive role<sup>3</sup>.

The 2015 program design was adapted based on the following recommendations that came from a thorough evaluation of the 2014 program:

- Program design should be optimized for idea incubation
- Focus capacity building on refining and presenting ideas
- Ensure clear outputs
- Increase real-world value of ideas and outputs
- Create more collaborative environment

This led to a more ambitious design compared to previous years (see Fig 1). The most notable difference was that the skill building masterclasses were extended and redesigned into a 4 day 'landscapes leaders workshop'. The thematic discussions that would normally have been held during the youth session were instead framed as challenges and tackled during the pre-GLF workshop, enabling deeper and more focused discussion and concrete idea generation.

	2013 GLF	2013 Forests Asia	2014 GLF	2015 GLF
Before conference	None	Online discussions	1. Webinars 2. Online discussions 3. Youth masterclasses (1 day)	1. Challenges posted online 2. Webinars x 4 3. Landscapes Leaders Workshop (4 days)
During conference	1. Youth session 2. Youth closing plenary speaker	1. Youth session 2. Youth closing plenary speaker	1. Youth session (discussion and dragons den) 2. Youth in discussion forums 3. Pilot mentoring program	1. Youth session (dragons den) 2. Youth in conference sessions 3. Mentoring program 4. Youth closing plenary speaker
After conference				Lessons learned workshop (1 day) Mentoring program

<sup>2</sup> YIL is a partnership between the International Forestry Students Association (IFSA), Young Professionals for Agricultural Development (YPARD) and the Global Agroecology Alliance (GAEA), with cumulative membership exceeding 15,000 young people.

<sup>3</sup> Meaningful Youth Participation in International Conferences <http://bit.ly/1Ch04iB>

The pre-conference activities utilized blended learning methodologies, with four webinars conducted from September to November to help applicants understand the selection process, prepare the 50 youth innovators for the workshop in Paris and offer skill building to those who were unable to travel to Paris.

The week-long face to face program was grounded in building skills necessary for a 2020 workforce (Fig 2), filling the applied learning gap that employers are demanding but that many universities are struggling to fill. The workshop focused particularly on complex problem solving skills, creativity, people management, coordinating with others, judgement, decision making, negotiation, critical thinking and active listening skills. Participants were given the time and space to practise these skills with their peers and trainers in a safe environment and landscapes experts from diverse professional backgrounds (such as academic and private sectors) acted as mentors to the youth teams on the landscapes challenges.

## Top 10 skills

### in 2020

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence
7. Judgment and decision making
8. Service orientation
9. Negotiation
10. Cognitive flexibility



### in 2015

1. Complex problem solving
2. Coordinating with others
3. People management
4. Critical thinking
5. Negotiation
6. Quality control
7. Service orientation
8. Judgment and decision making
9. Active listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum

There were other youth-empowering opportunities such as the mentoring program (pairing GLF senior delegates with youth delegates) and 'meet the leader' (youth one-on-one meetings with high-level experts). The workshop culminated in the youth teams presenting their ideas on solutions to landscapes challenges to an experts' panel called the Dragon's Den; one idea or 'pitch' for each of the 5 challenges given to them (measuring success; education; landscape restoration; rights and tenure; and finance and trade).

This report presents the main findings from the overall YIL process and includes both qualitative and quantitative data gathered through survey responses and interviews with both the youth participants and the mentors. It serves to give insight into the dynamics of youth participation in this program and the main good practices and lessons learnt from the design and implementation of the YIL.

Overall, the interactive, participatory, and hands-on approach applied in the capacity-building sessions proved to be very useful for enhancing the young participants' confidence and capability for public speaking, tailoring messages to specific audiences, effective teamwork, and critical thinking. The in-depth thematic sessions on landscapes challenges also expanded their knowledge regarding the integrated landscapes approach, its political, socio-cultural, economic and technical challenges, and inter-related complexities of



contemporary global issues including climate change. The youth participants indicated that the skills and knowledge they have gained will benefit them in their short-term career decisions as well as long-term skills for work and life.

Furthermore, the landscape challenges mentoring program proved highly valuable for both the young participants and the more senior and experienced delegates (mentors) in landscapes issues. This program provided a structured yet creative platform for sharing insights and experiences on landscapes issues, for learning with and from each other on good practices and lessons learnt, and for collaborating on ideas and action plans for solving landscape challenges. Participants also highlighted the importance of such opportunities for honest and open dialogue and for collaborative project planning and design on landscapes issues between youth and professionals/experts who are altogether provided with a safe space for sharing and contributing to a shared vision whilst capitalizing on diverse points of view and personal contexts. In addition, the mentors valued the ability to interact directly with youth as they felt it provided new ways to share and exchange ideas about current issues as well as discuss opportunities for joint collaborations on future projects.

The lessons learnt from the planning, design, implementation, and evaluation of the YIL 2015 program provide a strong basis for ensuring an even more successful event in future years, especially with regards to time management, communication and collaboration between the mentors and participants, and concrete, measurable, and impactful outputs that can be generated through this program.

To sum up, the following quote from a young participant fully captures the entire YIL 2015 experience:

“ Not many young professionals are given a chance to attend a tailored leadership just like this one and the lessons I've learned from the workshop are things that are pragmatic and useful not only on my professional career but also on my personal space. These skills are what young people need for them to be able to retain their respective creativeness but at the same time make real contributions to society.

Young participant



# 2 Introduction

The Youth in Landscapes Initiative (YIL) constituted the youth program of the Global Landscapes Forum (GLF) 2015, held on the sidelines of the COP21 in Paris in December 2015. The Youth in Landscapes Initiative joined 50 young innovators (aged 18-35) from around the world *'to develop real-world solutions to land-use challenges in partnership with organizations working on the ground.'* The program entailed intensive workshops focused on developing skills for teamwork, collaborative problem-solving, communication and idea-pitching, and leadership skills. In addition, a unique component of the YIL was the landscapes challenge mentoring, in which the youth innovators worked in 5 groups on 5 key landscape challenges (measuring success; education; landscape restoration; rights and tenure; and finance and trade) guided by professional landscapes experts or 'mentors'. Each group pitched their solution to a dragon's den of business, policy and science experts for feedback during the 2015 Global Landscapes Forum.

The program also involved other youth-empowering opportunities such as the mentoring program (pairing GLF senior delegates with youth delegates), 'meet the leader' (youth one-on-one meetings with high-level experts), a dragon's den for pitching youth solutions to landscape challenges, as well as youth leadership roles at the GLF including session moderators or rapporteurs.

This report presents the main findings from the evaluation process of the youth workshop and the overall YIL initiative 2015. It includes both quantitative and qualitative data and therefore provides a general statistical overview as well as more in-depth insights into the dynamics of the youth program and the experiences of the youth innovators and participants.

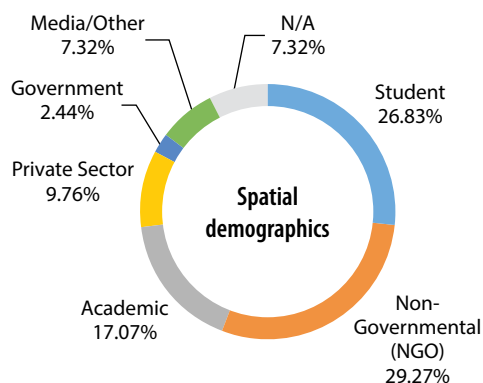
## 2.1 Evaluation methodology

The evaluation process involved both quantitative and qualitative methodologies. The participants in the youth program completed both a Base Survey and a Post-Workshop Survey, which collected data about the workshop format, design, content, and overall youth experiences and learnings. A total of 41 base surveys, and 27 post-workshop surveys were completed. Focus groups were also held with the 5 'landscape challenges' groups/youth innovators, in addition to follow-up interviews with some of the youth innovators, mentors and program organizers, to gain more in-depth data about their perspectives and experiences. The generated findings provide valuable insight into the dynamics, strengths and weaknesses of the youth program and can help guide the development and improvement of future YIL programs as well as other similar youth-targeted and youth-led global initiatives.



## 2.2 Demographics of participants

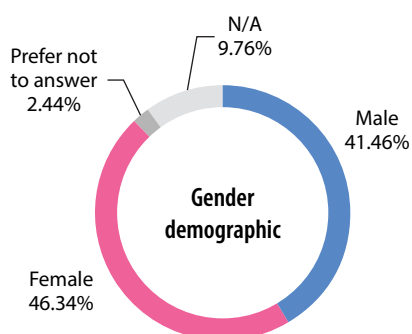
Occupational demographics: As shown below, most participants in the YIL (post-survey) were students (29%), followed by academic (25%) and NGOs (22%).



### Spatial demographics

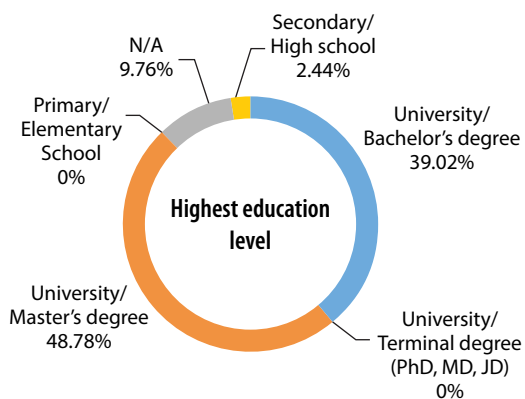
#### Pre-Survey

- The survey participants were born in 25 different countries
- The survey participants are currently living in 26 different countries



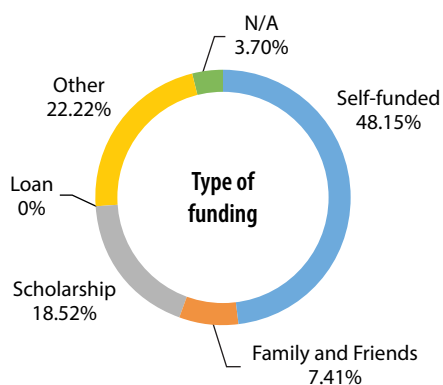
### Gender demographic

As shown below, there was an even split of gender among participants who attended the YIL (46% female).



### Highest degree of education attained

The wide majority of participants had University level education, with (48%) with Master's degrees and 39% with Bachelor's degrees,



### Type of funding received in order to attend glf

The majority of participants (48%) have been self-funded to attend the YIL and GLF, whereas 18% have received scholarships for funding their participation.

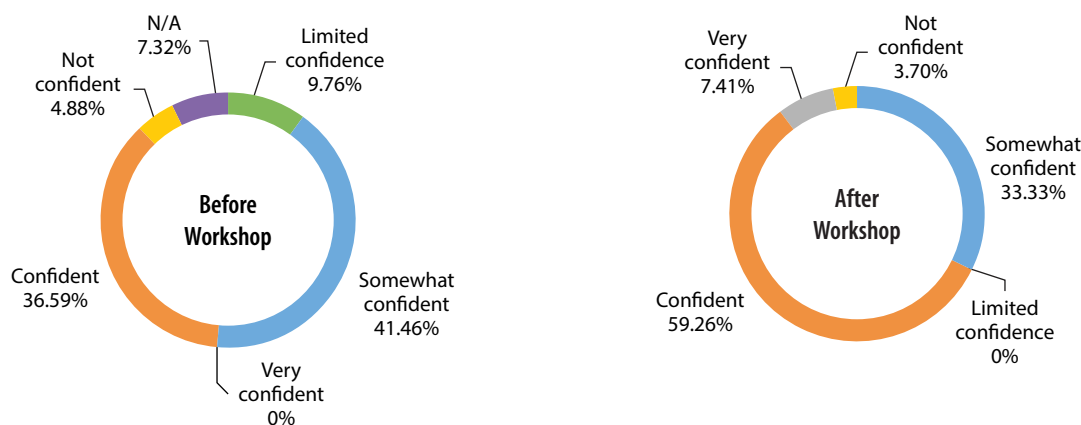
# 3 Findings and discussion

The following sections present the main quantitative data generated from the analysis of the base survey and the post-workshop survey, and are further elaborated and consolidated with the qualitative data from the focus groups and interviews.

## 3.1 Landscapes leaders workshop

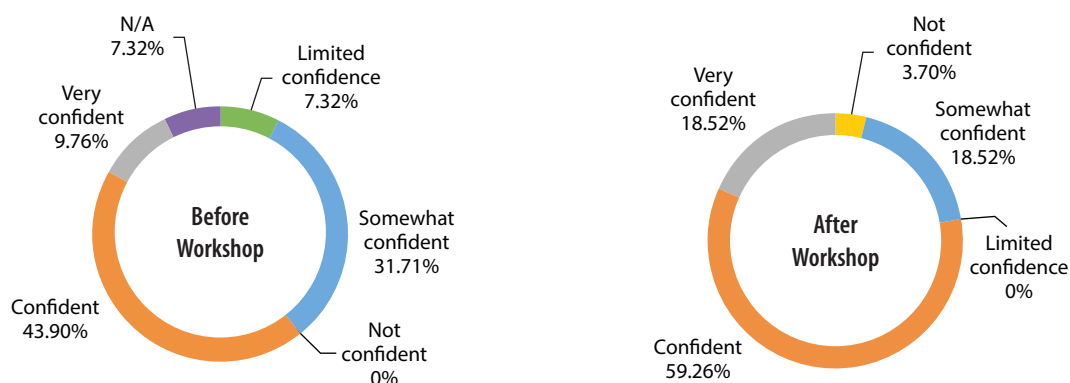
These findings mainly focus on the perceived changes to the youth participants' levels of confidence regarding various skills and capabilities before and after their participation in the workshop (section 3.1), their knowledge of various landscape issues and themes (section 3.2), and their feedback on the workshop design and delivery (section 3.3).

### 3.1.1 Level of confidence regarding framing a message for an audience



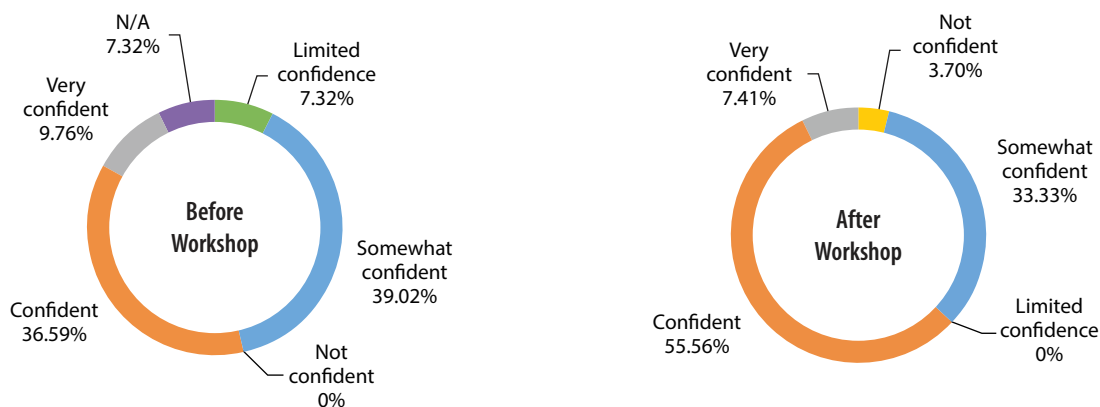
Confidence levels in terms of tailoring messages for the different audiences showed a remarkable increase after participants took part in the workshop, as most participants expressed increase in Confidence (from 36.59% to 59.26%) and Very Confident (from 4.88% to 7.41%) before and after the workshop, respectively.

### 3.1.2 Level of confidence for presenting an idea clearly



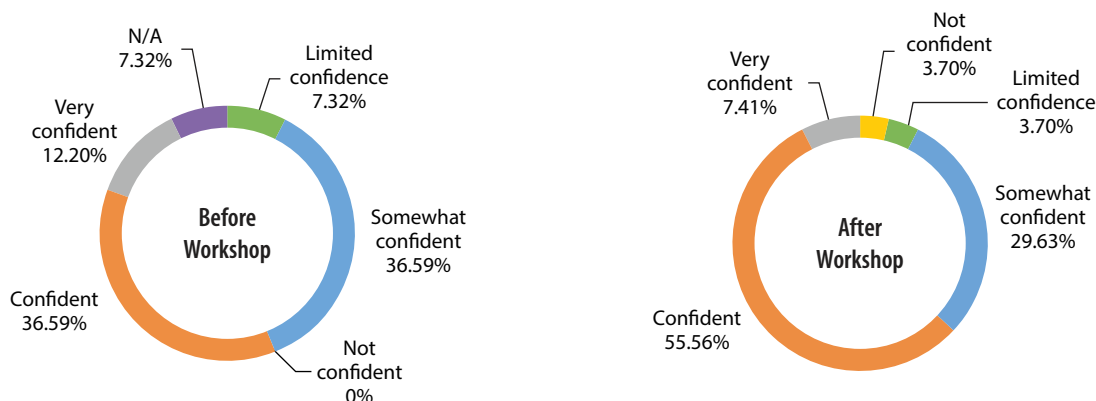
The percentage of participants who expressed being 'Confident' in presenting an idea/opinion/message clearly increased by almost 15% after participants had taken part in the workshop; whereas the level of participants who were 'Somewhat Confident' before the workshop decreased by around 13% from 31.71% pre-workshop to 18.52% post workshop.

### 3.1.3 Level of confidence for public speaking



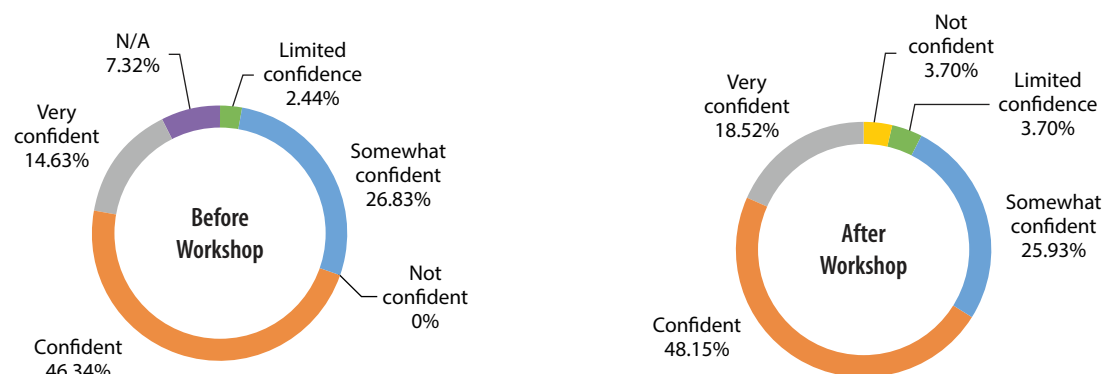
In the pre-workshop survey, the majority of participants (39.02%) expressed being 'Somewhat confident' in their public speaking abilities; this decreased to 33.33% after the workshop, and the majority of participants (55.56%) indicating being 'Confident' in public speaking, an increase by almost 19% from their pre-workshop responses.

### 3.1.4 Level of confidence in approaching people



Participants showed a slight increase in how confident they felt to approach others. This can be seen from the 7% decrease in the "somewhat confident" figure (from 36.59% to 29.63%) to a notable 19% increase in the "Confident" figure (36.59% to 55.56%), pre and post workshop, respectively.

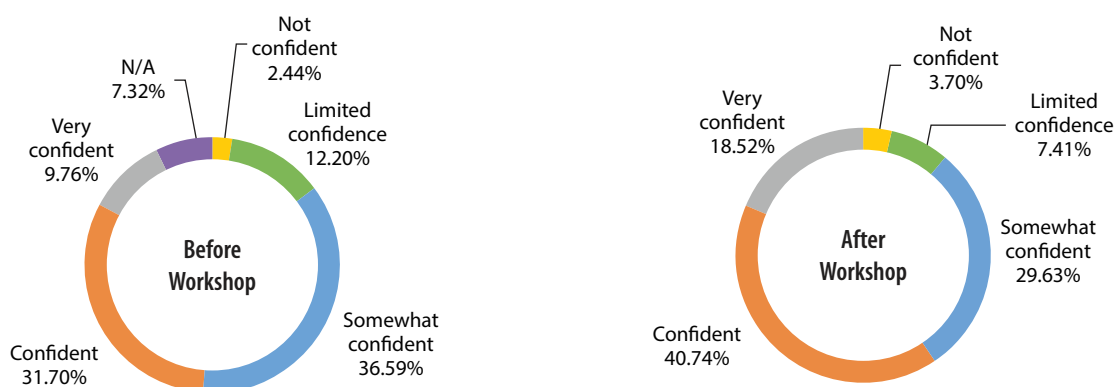
### 3.1.5 Level of confidence in introducing yourself



Participants became more confident in their abilities to properly and confidently introduce themselves to others. This can be shown in the approximately 4% increase in people becoming "Very Confident" in this skill.

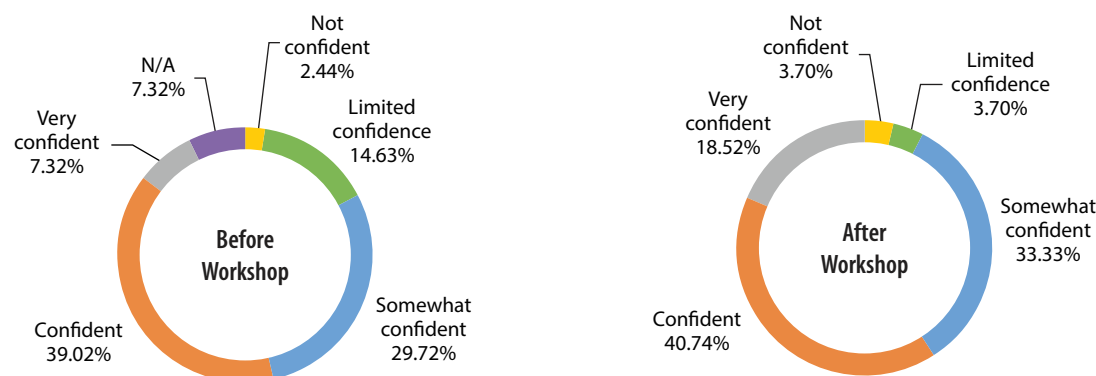


### 3.1.6 Level of confidence in following up with people they've met



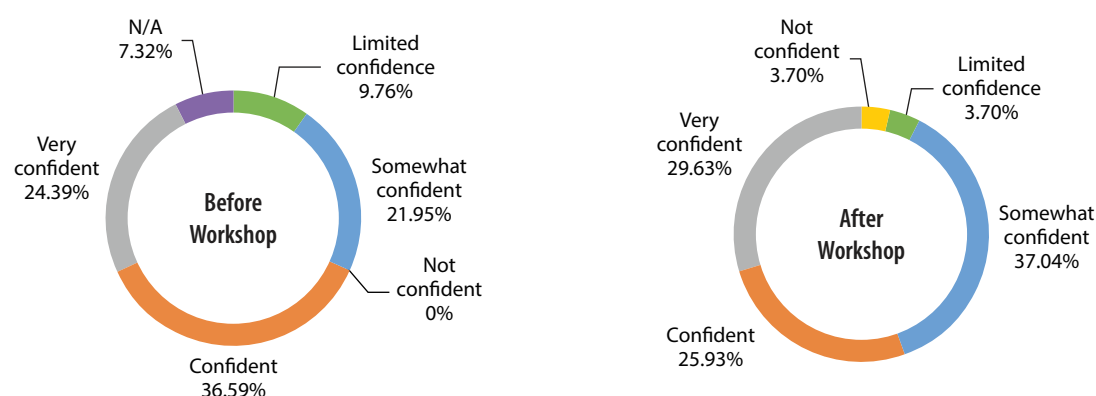
The data highlight an overall increase in participants' confidence in their ability to follow up with others after their participation in the workshop. There has been a doubling of participants being "Very Confident" in following-up with people (from 8% to 18%) and almost 10% increase in 'confident' from 31% to 40%, respectively, as less people cited having 'limited confidence' (from 12.2% to 7.4%) in this skill.

### 3.1.7 Level of confidence in managing conflict



An 11% increase in participants becoming "Very Confident" in their ability to manage conflicts (from 7.32% to 18.52%). Simultaneously there was also a similar 11% decrease in people having "Limited Confidence", showing that learning and growth has occurred during the workshop.

### 3.1.8 Level of confidence in keeping discussions focused

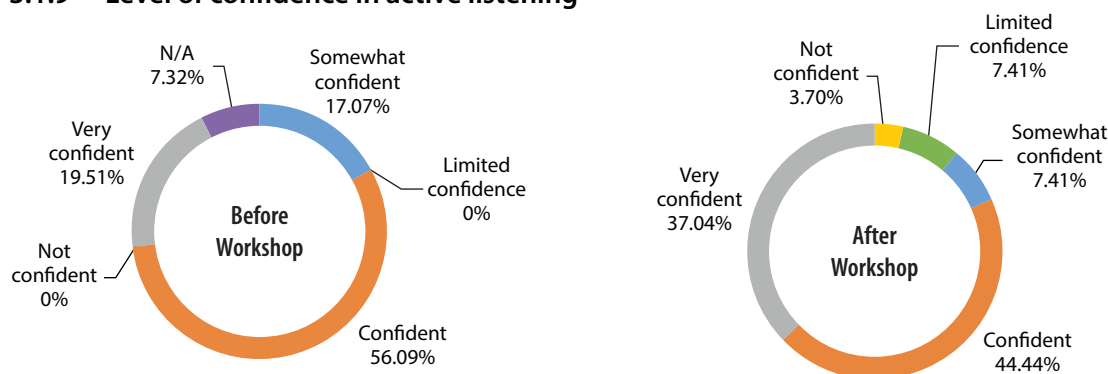


In the pre-workshop survey, the majority of participants (36.59%) expressed being 'Confident' in keeping discussions focused, followed by 21.95% as 'Somewhat Confident'. The post-workshop survey shows that there has been an increase by 16% in participants becoming "Somewhat Confident" in making sure that the

discussion stays focused, and a decrease in Limited Confidence by almost 5%. Yet the overall increase in the 'Somewhat Confident' as compared to the decrease in Confident (from 36% to 25%) could potentially be explained as related to their 'perceived' and 'experienced' skill, where before the workshop these participants perceived themselves to be confident and skilled in keeping discussions focused, whereas after actually experiencing and going through the process, recognized it to be more challenging than they had anticipated.

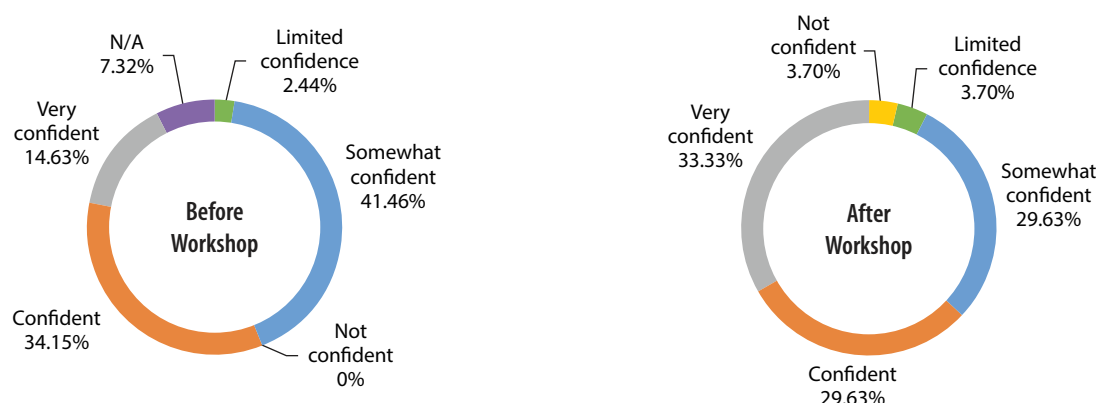
Overall, it is suggested that future workshops put more focus and effort on developing and enhancing participants' skills in facilitating and focusing thematic discussions.

### 3.1.9 Level of confidence in active listening



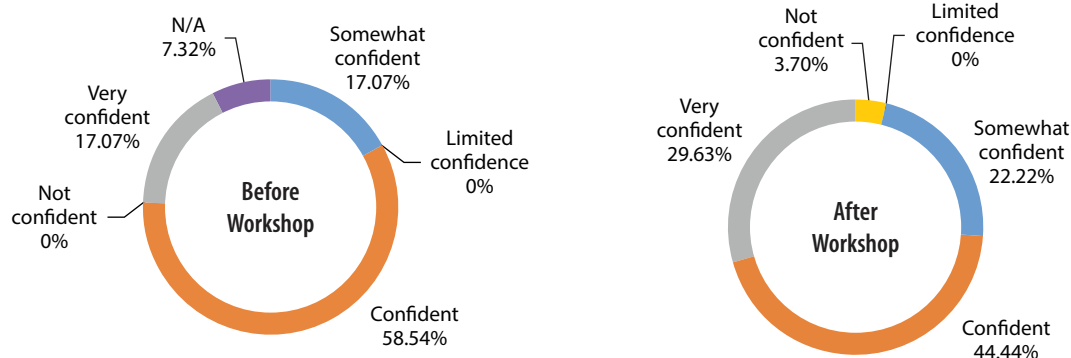
An 18% increase in participants being "Very Confident" in their Active Listening skills (from 19.51% to 37.04%) and 10% decrease in 'Somewhat Confident'.

### 3.1.10 Level of confidence in asking questions and expressing yourself clearly



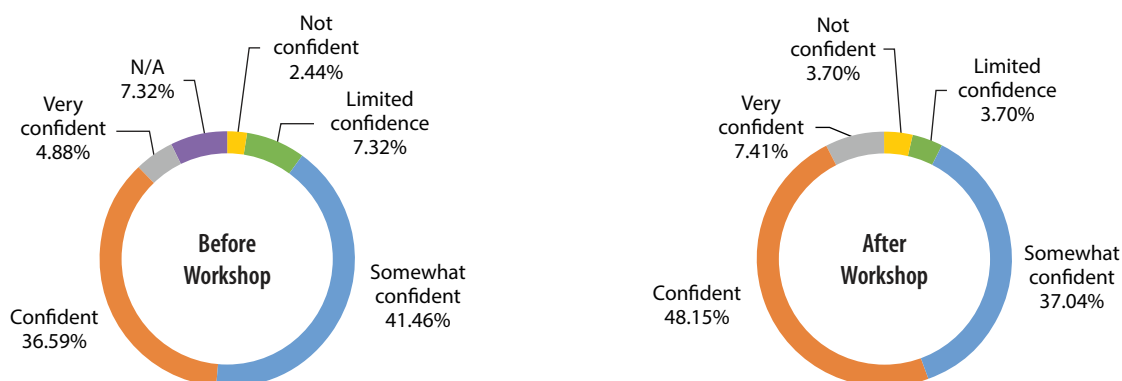
In the base survey, the majority of participants (41%) indicated being 'Somewhat Confident' in their ability to ask question and express themselves clearly, whereas in the post-workshop survey, this level decreased by almost 12% whilst most participants expressed becoming 'Very Confident', an increase by 19% (from 14.64% to 33.33%) after their participation in the workshop.

### 3.1.11 Level of confidence in summarizing main ideas from a discussion



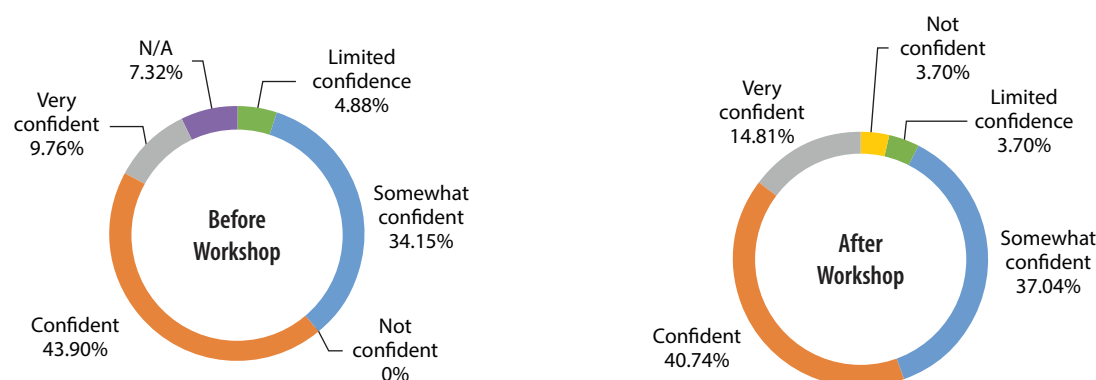
Although the level of participants who expressed being 'Very Confident' and 'Somewhat Confident' in their ability to summarize main ideas from a discussion increased by almost 12% and 4% respectively after the workshop, yet overall, the findings highlight a need for better focusing on developing this skill, as the level of participants who were 'Confident' decreased by 14%, and almost 3.7% of participants cited being 'Not Confident' in that skill even after the workshop.

### 3.1.12 Level of confidence in body language



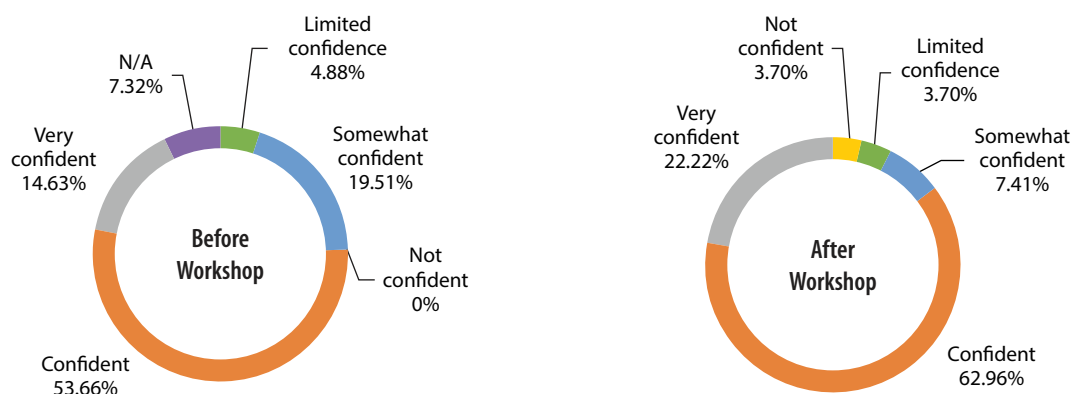
Most participants cited increased confidence (12% increase for 'Confident') in body language.

### 3.1.13 Level of confidence in note taking



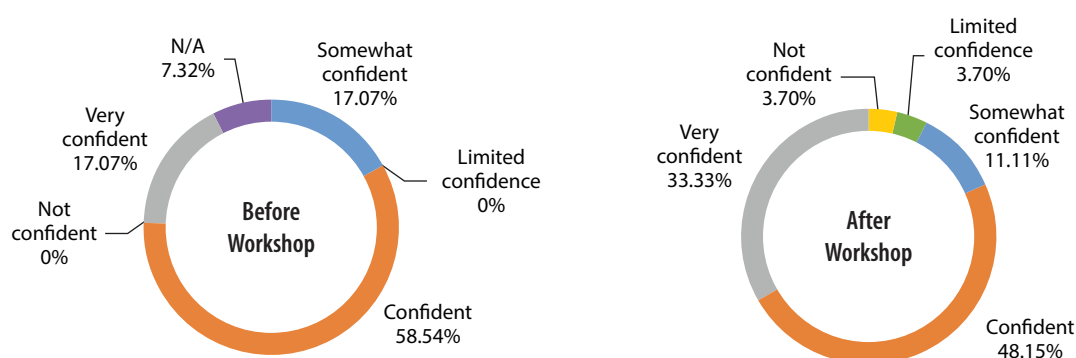
A 5% increase in participants feeling "Very Confident" in their note taking abilities in addition to a decrease in them feeling "Not Confident" or having "Limited Confidence"

### 3.1.14 Level of confidence in finding reliable information about land-use issues



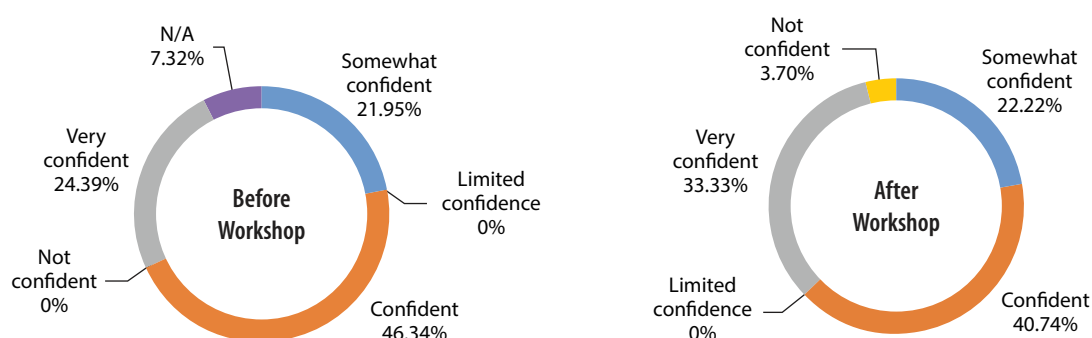
An increase in confidence regarding abilities to find reliable information about land-use issues, with a 9% increase in 'confident', an 8% increase in 'Very Confident', as opposed to a 12% decrease in being 'Somewhat Confident'.

### 3.1.15 Level of confidence in taking diverse perspectives into account



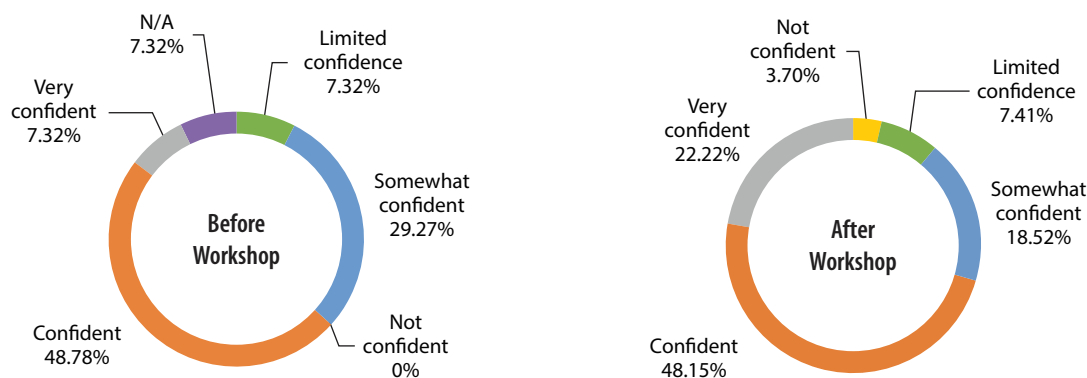
Approximately twice the percentage of participants felt "Very Confident" in their ability to take diverse perspectives into account after the workshop. This can be due to the international and interactive environment that the participants were exposed to during their time in the workshop.

### 3.1.16 Level of confidence identifying key points in an argument



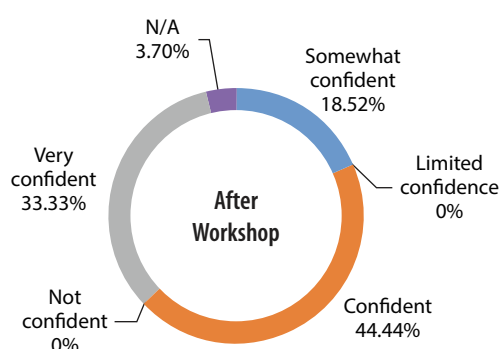
The majority of participants expressed being 'Confident' regarding their ability to identify key points in an argument, although the level decreased from 46% to 40% after the workshop, whereas participants who cited being Very Confident increased by almost 9% (from 24% to 33%).

### 3.1.17 Level of confidence in disproving an argument



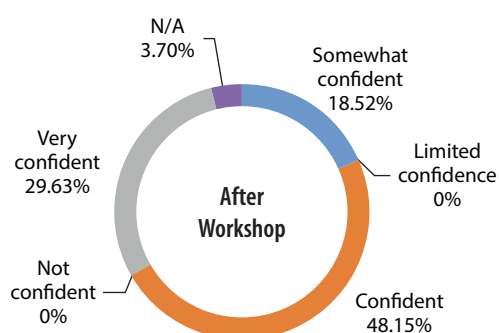
An increase by 15% of the percentage of participants who felt 'very confident' in disproving an argument following their participation in the workshop, as opposed to 11% decrease in those being 'Somewhat confident'.

### 3.1.18 Level of confidence in group work after the workshop



A large percentage of participants expressed being confident (44%) and very confident (33%) in group work, which could be related to the highly interactive and team-focused nature of the workshop and the multiple group activities.

### 3.1.19 Level of confidence in critical thinking application after the workshop



Almost half of all participants cited being 'Confident' in applying critical thinking skills after the workshop, and the second highest percentage felt 'Very Confident' in this skill, with no participants citing being 'not confident' or having 'limited confidence' in critical thinking skills.



### Three major lessons participants took away about Pitching:



Team-work, Time management and 'remaining focused'.



1. As much time needs to be spent on developing the pitch as doing the analysis
2. Think creatively on telling the story, try pitching from outside of your perspective
3. Pitch with passion, believe in what you say, don't say something just to live up to the expectation of someone else. The Dragon's Den is the youth space within the GLF to say what we believe in.



To the point, clear and confidence



Keep it simple, get audience be involved, be reliable



Have faith in yourself!! It was a big boost to my self-confidence. I feel like it is important to be prepared (and also got insights into how to prepare) and then let give it your confident best. In Hannah's words, "It's doesn't have to be perfect, it has to be AWESOME!"



Have faith in yourself!! It was a big boost to my self-confidence. I feel like it is important to be prepared (and also got insights into how to prepare) and then let give it your confident best. In Hannah's words, "It's doesn't have to be perfect, it has to be AWESOME!"



Dont just look confident, also look approachable



We must feel relax, look confident. Don't think too much of this moment before



Clear message, briefly, include an ask



1. Structure of a pitch: state the ask twice
2. Integrate structural elements ("our proposal has 3 qualities")
3. The idea doesn't come out well if I'm not very familiarized with it. Need to align chaotic (or is is connected?) Way of thinking



First, that it is possible. Also, to know the one(s) you are pitching to. And how important it is to deliver your message clearly and in a short time.



Be clear in what you are asking from who. Don't get into too much detail, but make sure you have the details ready. Practice, practice, practice.



Clear, concise, know your audience.



Your message, to whom and clarity.



Don't drift off, take your time, keep the public hooked



Stating the problem and solution upfront, confidence and use of space in presenting



Keep it focused and short



Time management, simplification and confidence are the key



Restating ask, clarifying your audience, not overwhelming audience with information in a short pitch.



Addressing the pitching to someone; organizing ideas; be simple



1. A long speech is not necessary efficient.
2. Having evidences and substance doesn't mean you have to talk too "technical".
3. Please understand your audience first of all!



Tailor your message and be specific, confidence is key (thus so is practice) and frame it with a catchy opening and closing



1. Clearly state your ask.
2. Set an effective hook.
3. Tell a good but brief story to gain their interest.



Be very clear and strategic! Do our homework, tailor the pitch to the audience, tell an intriguing story, have a clear ask, show the incentive for the audience to support our proposal

**How will the skills you learned in pitching influence your career or your experience at GLF?**  
(I.e. what will you do differently based on lessons learnt during the session? OR how will you use pitching in your life?)

**Convey ideas better**

"These skills will enhance my future attempts at conveying an idea or solution in the future."

"I have strong analysis skills, but I need to practice pitching to communicate my ideas."

"Integrate structural elements and focus on the ask, include emotional appeal or try to do it in a more creative way"

"I will use these competences for my future work, with international public"

"To create more powerful introductions"

"I guess I will use pitching techniques in job interviews, or when I want to convince or engage stakeholders..."

"It will enable me to present my ideas more efficiently"

"Think about the audience"

"I'll try to use more brief, clear and powerful speech."

"I will use all of these skills and more importantly think carefully when I present something to someone else I can tailor my message."

"I will work harder to shorten my story to more effectively get to the ask and be clear about what it is I'm pitching about. And I will be more likely to frame future discussions/interactions as possible opportunities to pitch projects or ideas I have to gain feedback."

**Enhance research and funding opportunities/ professional career**

"I hope to use it in order to better manage my research for new future jobs and to improve the funding and collaboration opportunities of the environmental association I am collaborating with"

"Have a degree in entrepreneurship and would like to start my own organization some day."

"Addressing ideas while i talk is a skill that can i can use in my professional life"

"I think pitching skills can really help to catch attention and to bring your ideas across - a skill which will be useful from a job interview all the way to a presentation on your work to diverse audiences."

"I will use them in making presentations, adding expert in my advocacy messages and also influence others to also use pitching."

"Given the right circumstances and audience pitching is a skill that I think is very critical, especially in my line of work where I have to justify some abstract and non-quantifiable ideas (e.g. natural beauty of landscapes, cultural integrity of preserving a tradition or species) to policy-makers and funders that usually are on the quantitative data-hungry side of spectrum. And so, strategizing on what to include in my pitch and researching on whom I should be pitching to will be constantly included in any pitch I'll make in the future."

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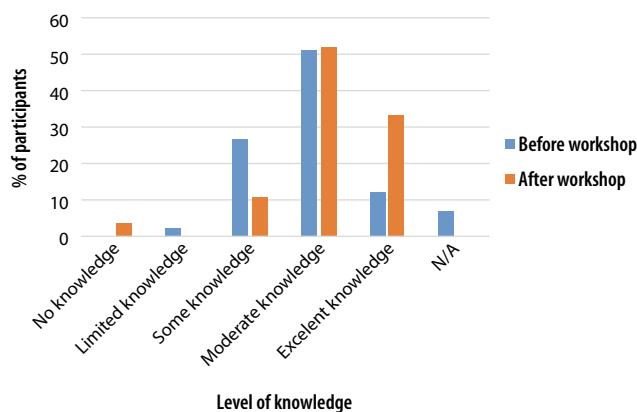
<b>Increase confidence</b>	<p>"I think i am sure to have more confidence in myself. I am extremely self-conscious and being taken seriously by my team and other friends at the YIL has given me more confidence in my own ideas. This was my first international experience and it felt great to have made friends so easily. Makes me feel like i am ready to take on more tasks than i would have before! And definitely feel more confident about public speaking despite generally suffering from terrible stage-fright!"</p> <p>"It builds me confidence to approach people, and to not falter when I stammered"</p>
<b>Direct application at GLF</b>	"I already started using it while we were at the conference and it is working."
<b>Good practice exercise for everyday use</b>	<p>"It has been a good exercise, I guess you pitch something more often than you think, so it's good to have been practicing it."</p> <p>"Pitching is really applicable to any number of life experiences. Having a formal class in it will be extremely useful, but particularly for academia where I'm currently based."</p> <p>"This will be linked everywhere un/knowingly. If someone will ask on certain issue, I will be careful about these learned skills which will guide me that how to respond him/her."</p> <p>"I will definitely be applying what I learned from the workshop every time I do pitching from now on. It's a critical skill in a career. I am very glad we get training on this."</p>
<b>Not very applicable</b>	In my professional life normally I have more time to talk, so I'm not sure whether I'll use this skill or not"

### What did you like most about the pitching training?

Being asked to pitch our ideas to different persons during the session	The 'speed pitching':) I hope it will be better organised next time though!
Watching two pitches from other youth.	Not too hard criticism fom rather friendly dragons
Examples how to pitch	Abby was great. Also the examples of pitches live were very good to put myself in the shoes of the 'dragon'.
The practice and the neuroscience base	Our trainees, they were excellent! and the example pitches and giving critique
The feedback that was provided. Helped us all flesh-out our pitches better and make them more effective.	Pitching helps structuring your own thoughts and story.
Formal training and practice. Practical examples	Working with a team and accepting compromises with an acceptable range.
Engagement of team, not only 2 or 3 persons.	Asking participants to practice by pitching their own idea.
Enjoyed the group activity where pitches were given to each other	The room for creativeness.
Getting feedback from other participants, hearing their pitches and being able to learn from the other participants.	The pitching training gave me more confidence in formulating my own pitch and understanding that I should not only be the one benefiting from the pitch but rather the other stakeholders as well.
The practice and feedback with the other participants - it was set up in such a way that we could feel comfortably uncomfortable and get valuable feedback within minutes - very effective!	Interactive and specific, hands-on demonstration

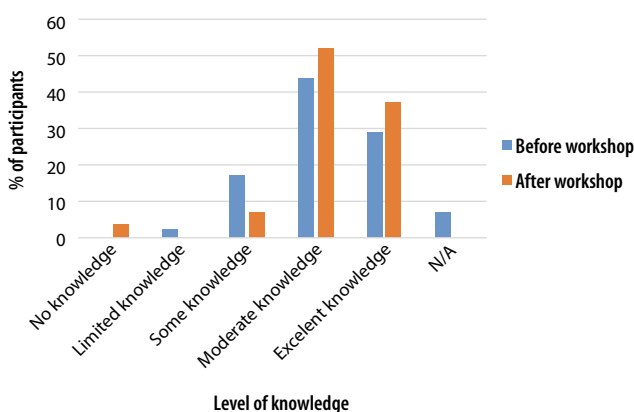
## 3.2 Knowledge of landscape issues

### 3.2.1 Level of knowledge in the meaning of landscape approaches



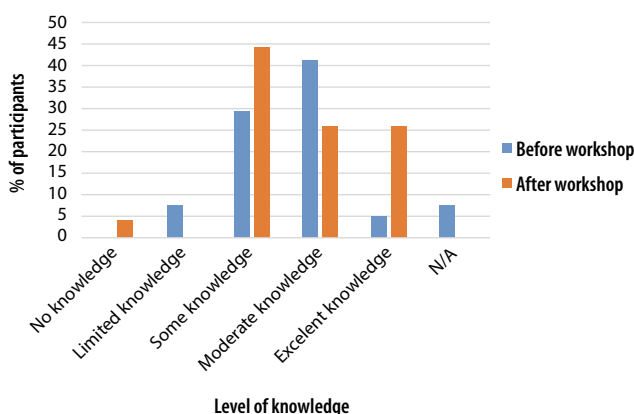
As can be seen from the graph, there has been a decrease by almost 10% in the level of participants having some knowledge of the meaning of landscape approaches after the workshop took place and a large increase (almost 15%) in them having excellent knowledge of it

### 3.2.2 Level of knowledge in how landscape approaches are linked to climate change



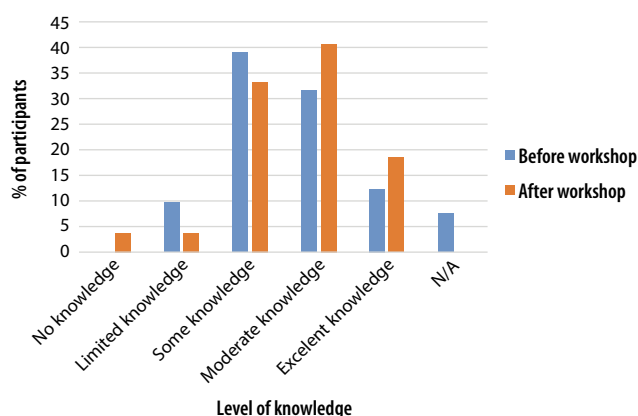
A slight increase (approximately 5%) in the level of knowledge of how landscape approaches are linked to climate change after the workshop, and a similarly slight decrease in those with 'some knowledge of this link between landscapes approach and climate change.

### 3.2.3 Level of knowledge the technical challenges of implementing a landscapes approach



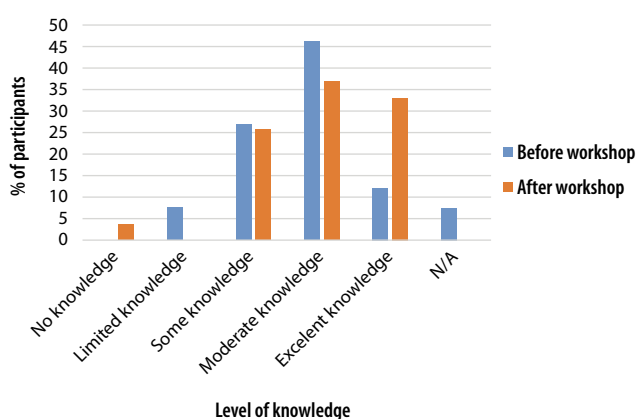
The findings highlight a notable 20% increase in the level of participants who cited 'excellent knowledge' of the technical challenges of implementing a landscape approach after their participation in the workshop. Similarly, almost 15% increase in the level of participants who cited having 'some knowledge' of this topic as opposed to having no knowledge of it.

### 3.2.4 Level of knowledge in the political challenges of implementing a landscape approach



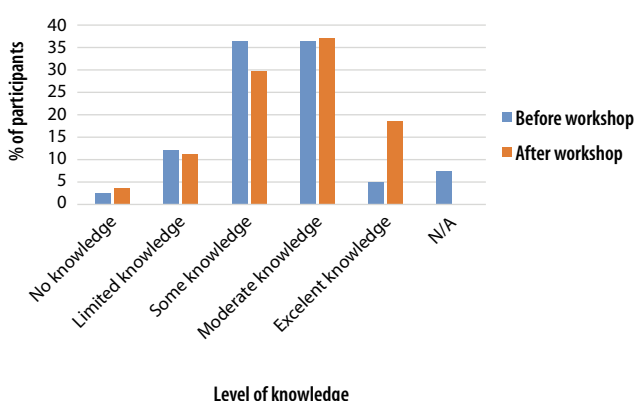
An increase in the moderate and excellent levels of knowledge regarding the political challenges of implementing a landscape approach, as opposed to a 6% decrease in the level of those having 'limited knowledge' of such political challenges to the landscapes approach.

### 3.2.5 Level of knowledge in the social challenges of implementing a landscape approach



An increase by 20% in the level of participants citing 'excellent knowledge' regarding the social challenges of implementing a landscape approach.

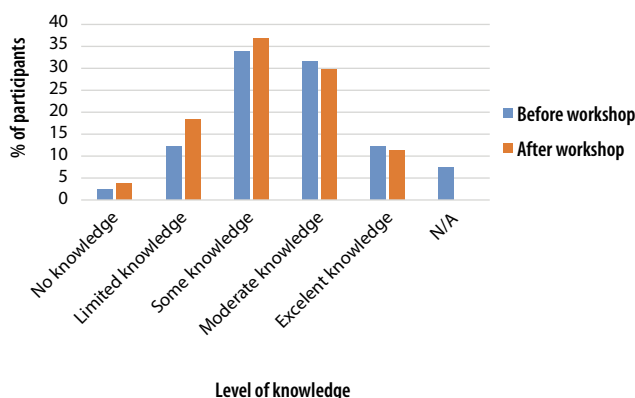
### 3.2.6 Level of knowledge in the financial challenges of implementing a landscapes approach



An increase by almost 13% in the "excellent" level of knowledge regarding the financial challenges of implementing a landscape approach. However, notable is the relatively high level of participants (12% and 11%) citing 'limited knowledge' both before and after the workshop respectively, and as compared to the other challenges (social and political). This indicates a lower level of knowledge and understanding of the financial challenges of implementing a landscapes approach, potentially for participants with no economic/financial knowledge background, and hence the need for greater focus on such themes in future workshops.

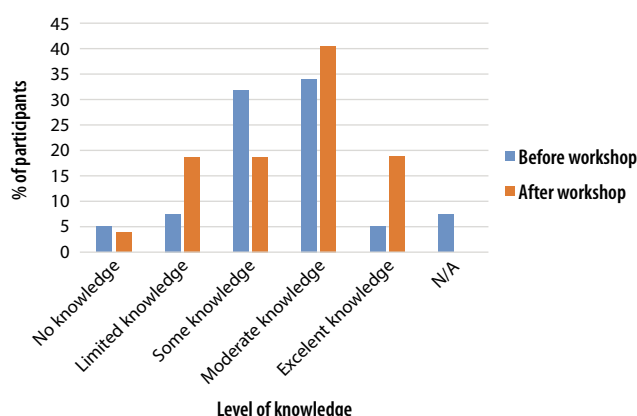


### 3.2.7 Level of knowledge in landscape restoration processes



A slight change in participants' knowledge levels regarding landscape restoration processes. This could potentially be explained as due to this particular theme not being included in all the challenges.

### 3.2.8 Level of knowledge in rights and tenure issues



A large increase in the "limited" (11%), "moderate" (5%) and "excellent" (13%) knowledge of rights and tenure issues. There has also been a slight decrease in the "no knowledge" bar, indicating that some learning had taken place amongst those participants who had no prior knowledge of such themes.

When asked whether there was anything they felt could be improved to help better understand landscape approaches, many participants indicated that sharing case studies and stories of personal experiences was useful:

“ I think adequate information was available especially through the case studies and stories shared by the innovators

Most participants even expressed interest and importance of having more space and time for sharing such perspectives, experiences, and topics, especially amongst the different groups:

“ May be a little more sharing of what we, as young landscape professionals, found challenging in our respective workspaces. We undertook the exercise in a group but it would have been exciting to hear a wider range of answers.

“ Maybe have a moment for groups to have a discussion about their interpretation of the approach, and present their strengths and weaknesses regarding to the challenge (as we had complementary profiles), that flows from the group discussions anyway but this way might be more efficient

- “ I would have loved to learn more from fellow participants how they approach the landscapes they work in.
- “ Others indicated that they needed “more resources on the landscape approach before the workshop”; or “more involvement of mentors”; or “preparedness webinars also related to the topic of the challenges”; or “one video per challenge”; or “to provide more reality-based and concrete solutions”; or “It should focus more on the restoration effort. Because at the end, that’s what counts.”

- “ More time with the other challenges.
- “ Have all teams working into each other’s topics as well.
- “ Maybe the participants could carried out “mini-workshops” sharing their experience.

Some participants also expected greater support and commitment and shared learning from the mentors and the challenge partners:

- “ I expected to learn more from experts on the content of landscape approaches. I understand that time was limited and I also really appreciated the group work, time for pitching etc. but content wise I thought I would really gain new knowledge on the subject matters listed above.
- “ Better commitment from challenge partner to better understand issues they face.

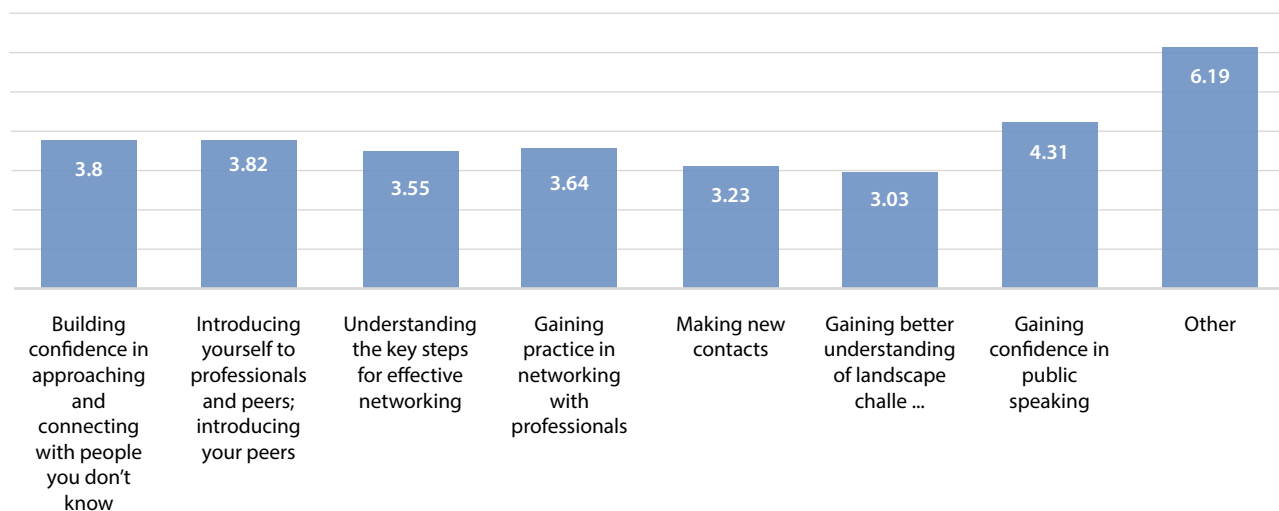
Several participants also indicated the need for more “technical background” and thematic knowledge, background reading:

- “ Knowing a bit more of technical details about the issues, but I think that’s not exactly the goal of this Initiative.
- “ Some preliminary reading relating to the concept
- “ I don’t think we ever really discussed landscape approaches in detail? Maybe predatory readings would be useful, and further explanation or discussion of how our challenges related to this approach.
- “ There can be the same background reading on landscape approaches for all the teams.
- “ Landscape approaches in itself are complex approaches, and so maybe a little bit of background on how this was conceived in the first place might be useful especially for those innovators that do not have the technical background on these topics.
- “ Spend more time explaining various landscape approaches and less on team-building/energizers.
- “ Maybe a brief introduction to the approach as a whole & ensure we are applying that throughout the challenge solution creation

## 3.3 Feedback on workshop design and delivery

### 3.3.1 Priority reason for participating in the Youth in Landscapes Initiative

1 (Most important) to 9 (Least important)

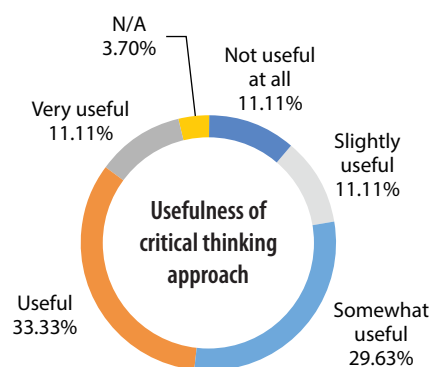


The majority of participants indicated that their priority reason for participating in the YIL initiative was making new contacts and gaining a better understand of the landscape challenge, many indicated that they had other reasons for taking part in the Youth in Landscapes Initiative. This included practicing the landscape approach in order to develop their skills; learning fundraising techniques, to share knowledge and to contribute their ideas to a solution that can be applied in the ground in addition to learning about the scope of working within landscape management and how conferences such as the GLF are created.

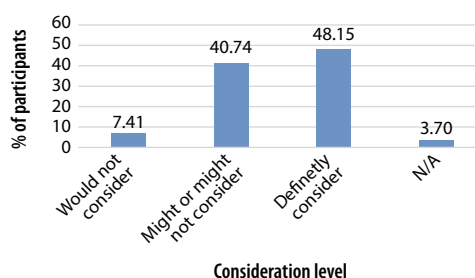
The next top priorities for participants was to gain confidence in public speaking (4.31%), introducing oneself to professionals and peers (3.82%), and to build confidence in approaching and connecting/networking with people (3.8%). Of all suggested answers, the least selected option/response, comparatively to the other options, was 'gaining a better understanding of landscape challenges' (3.03%), which is quite notable, considering that the entire workshop was built around the 5 landscape challenges. **This may provide interesting insight and indication for the workshop developers on potentially ways to provide a clearer and more solid link between the workshop themes and the skills-building portions of the youth program.**



### 3.3.2 Critical thinking approach and design of the workshop



Would you consider using the critical thinking approach in your future work?



The participants seemed to have mixed feelings regarding the critical thinking approach that was designed in the workshops. While many participants (33%) found the critical thinking approach to be useful, another 29% found it to be somewhat useful, and the remaining 33% were split equally at 11% across very useful, slightly useful, and not useful. This somewhat polarized finding was equally mirrored in the findings regarding the participants' consideration of using the critical thinking approach in their future work, as 48% of participants indicated that they definitely would consider using this approach, whereas 40% 'might or might not consider' and 7% would not consider using this approach. These findings pose questions regarding the level of need, effectiveness, intensity, and usefulness of the critical thinking approach that had been designed and delivered at these workshops, and could suggest that future workshop design take into consideration more specific participant needs and tailor some activities and skills, such as on critical thinking, to specific audience groups who need it most, while targeting other participants with other skills that they may need to build (more targeted/tailored skills-building approach).

Participants who indicated that they would definitely use the critical thinking approach in their future work discussed its usefulness for conducting systematic and structured research and planning:

“ In academia critical thinking is basic to have important improvements in own research and collaborate with others at work.

“ Establishing the criteria before coming up with ideas seems to allow for fair and transparent decision-making.

“ It gives structure to the approach, I prefer doing this systematically.

“ It's an efficient tool to make decisions rationally even on complex topics.

“ It helps in analyzing arguments, bringing structure

“ Time convenient and easy to define problem and find out possible solutions.

“ It let's you understand different perspectives from different angle

“ It let's you understand different perspectives from different angle

One particular participant found that learning critical thinking skills was very important for her work:

“ I've been working in the conservation sector for the last few years and had always been dealing with a suite of stakeholders from the grassroots level to international organisations and so this approach of distilling information is very important for us so that we're also considering the perceptions of each stakeholder involved and how it can affect not only my organisation but the other stakeholders as well.

Others however were a bit more critical about the approach, with some indicating that critical thinking remains an abstract ‘tool’ that is difficult to learn without proper prior educational formation:

- “ This is a logical approach, not new or innovative. Already use it daily.
- “ Still not sure of it as “tool” to be used. it’s still a bit of an abstract concept that one talks about and is vaguely familiar with since it is a bit of a “life skill”
- “ I think critical thinking comes more from education, earlier formation, than being the result of an approach

- “ For me critical thinking has to do with asking questions, digging for the source behind information and ideas, and searching for the need and purpose driving dialogue or activities. This is something that you develop over time, through experience and it is not a checklist or a method to me. So yes, I will continue to think critically in my work but in a natural way and not very structured.

Some even stated that they ‘already have this skill’ and would have rather focused on developing other skills:

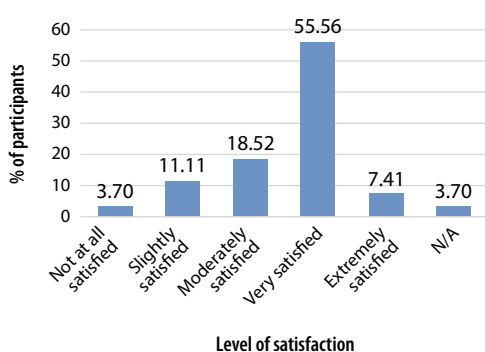
- “ Although the framework as such may be useful, when inviting a group of 50 selected young landscape professionals, these skills (active listening, critical thinking, consensus building) are already in the group, I therefore found it a waste of valuable time to spend so much time on this, instead of on the landscape challenge.

It is also worth noting that some even seemed to be unclear about what or how exactly they had ‘learned critical thinking’ through the workshop:

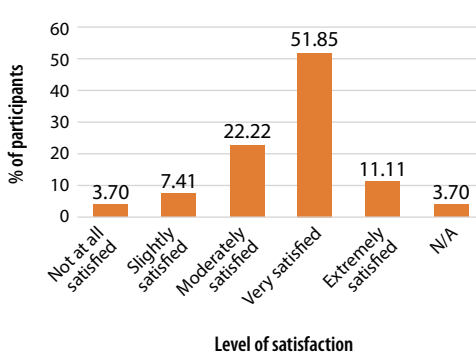
- “ I don’t entirely remember it. We didn’t use it too much but ideally in a big group scenario it is ideal so if I was in a situation with many ideas I would do that again.
- “ I don’t actually remember what the particular approach was. Was it the problem-criteria-solution approach? Overall it didn’t make much impression on me.
- “ I’m not sure how the common thinking approach was different from common sense techniques for dealing with problems?

### 3.3.3 Level of satisfaction with the design and facilitation of the workshop

Design of the workshop



Facilitation of the workshop



The majority of participants (55.56% and 51.85%) were very satisfied with the design and facilitation of the workshop, respectively. Similarly, 18% and 22% were moderately satisfied with the design and facilitation, and 11% and 7% were only slightly satisfied, respectively.



When asked about what they would change in the design and deliver of future workshops, many participants pointed out to focusing more time to work on the challenges and to discuss with mentors, instead of focusing on minor things such as repeating webinars or on energizers:

“ I would allow for more time for be spent as a team working on the respective challenges/ solutions

“ Less capacity building (more of that before, with webinars, but that's part of a general suggestion to have more time to work on the challenges beforehand), more time for solution development intertwined with 'lighter' activities, such as the treasure hunt, strengthens group dynamics. Personally I'm not a fan of dancing during the day.

“ Change to the facilitators and structure, I would make it harder and focus more on the topics than on preparation activities- I found these pointless.

“ A bit more time to practice pitching and a bit more time for meeting/talking to other participants/organizers.

“ More time, more funding, more youth events at the GLF.

“ More inter-group communication to see what's working/not working with other groups and share more between the groups throughout the process. E.g.practise pitch to other groups before practise pitch to fake dragons.

“ More discussions about the challenge with the mentor before the workshop.

“ Smaller teams!

“ I would not repeat the content that was already delivered in online webinars. Participants have the responsibility to watch those webinar recordings if they missed the live sessions.

“ Group discussion was more focused on pitching, but there should be also focused on real solutions of landscape challenges.

“ Introduce the challenge earlier on in the workshop

“ I would facilitate sponsorship for winners

“ I would prefer spend more time to work in the challenge and with mentor

“ I'd keep the first four days but maybe add an additional day for practicing the pitch after the dragon's den practice day so that the innovators can be free of worries (of practicing the pitch) during the GLF event itself. I've noticed not only from our group but from other groups as well that most of the groups have used up their time during the first day of the GLF practicing their pitches instead of focusing on attending the sessions they like at the GLF.

“ The content of some of the presentations. I would add more structure to them.

To some participants, more focus is needed on flexibility in the timings and management of the group discussions in order to allow for deeper conversations and more thought and time for developing the pitch. Many participants also suggested making greater use of the diversity of cultures and backgrounds amongst the team and the participants:

“ Overall, great job Hannah and Gabby! Gabby, the critical thinking approach/ policy analysis was very well done. I think it would have been helpful to spend more time on getting coaching and developing the pitch. I think the workshop would have benefited from a bit more flexibility in the facilitation, for example I wish we had more time to give and receive feedback on our pitches on the last day. There were some really great group discussions that were cut short because we had to stay on schedule, I think there was the possibility extending discussion time at the expense of cutting out a few energizers. Perhaps next year there could be a one-hour activity on intercultural understanding and working on a diverse international team. Next year, I would encourage the GLF steering committee to consider increasing the diversity of the facilitators.

Two other participant echoed similar insights, suggesting to have a more ‘diversified and representational’ facilitation team and greater consideration for age differences amongst participants:

“ The facilitation of the workshop would be definitely more international, by establishing two north americans the dynamic changes and the approach its not very inclusive. (Local jokes, expressions, etc). In addition, the differences among age groups and experiences. Comparing some 22 year old students with people that are already working in the field is not effective and for those early career professionals it doesn't provide useful contacts or tangible approaches.

“ I would suggest the choice of facilitators to be more diverse; that is, rather than having two white North American women, it would be useful for the audience to have a man and a woman or some representation from a developing country. Moreover, I'd significantly reduce the number of icebreaking games over the last two days and just allow more time for group work. Allowing teams to present and give feedback to each other rather than just the mock dragons would have also been useful and interesting.

“ I would allow more exchange of experience between the participants, based on their backgrounds and field of work (either in plenary sessions or in group sessions) - to inspire each other with the challenges and experiences each of us encounter of deal with in our own countries and landscapes. I feel there was a wealth of knowledge in the room that remained untapped because we spent time on repeating webinars we had already gone through online. The exercises could be more focused on our shared interests: landscape challenges and our ideas about them.

One participant criticized the ‘one-way teaching and learning’ and suggested a more equal standing and interaction/exchange between facilitators and participants:

“ I would put less emphasis on ‘teaching’ skills. To be frank, I found it quite patronizing to hear the facilitators say “the skills we are teaching you” or similar words to that effect, like they know what active listening is, and we have no clue.

I'm sure they didn't mean it that way, and it could be partly due to American-European cultural differences, but I would like to think of the entire group of participants and facilitators to be equal peers, where everyone can learn from each other.

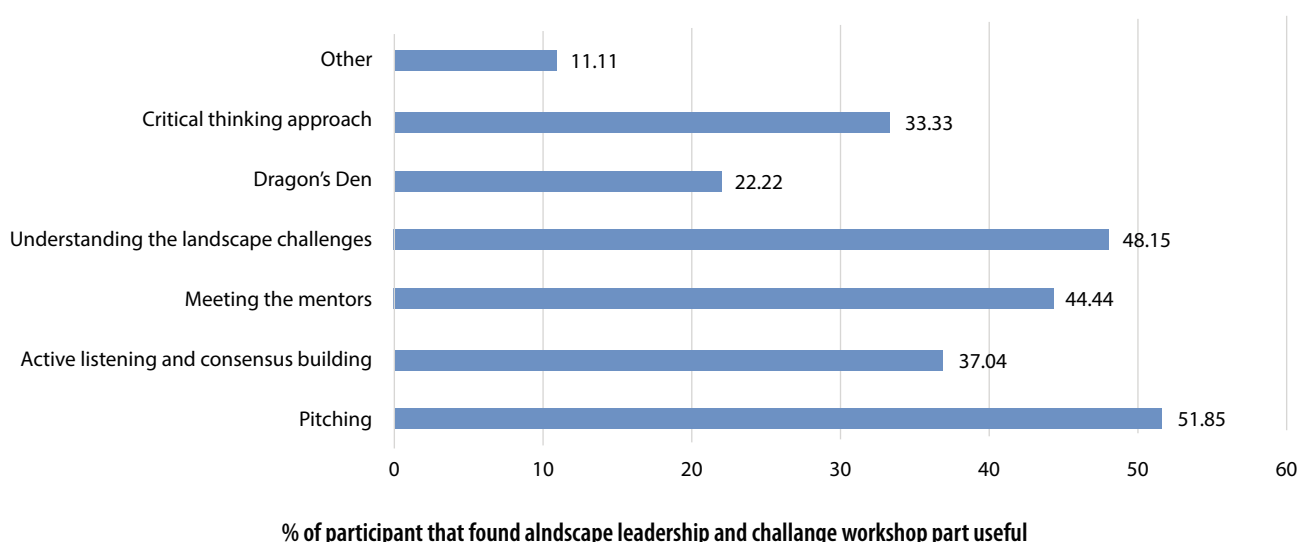
I can definitely tell that they put a lot of time into it, and really tried there best and I definitely appreciate that, it's just that I didn't feel comfortable with the starting point, or the approach, to ‘facilitating’.

Some participants also indicated that they would have liked to spend more time getting to know their peers and other participants who were coming from diverse backgrounds and countries, and to learn more about each other's work and culture:

“ There was such a variety of representation from so many parts of the world, but i didn't get to share or understand how the experience of coming together in a foreign land was at a personal level. I also think it would be good idea to have a more detailed intro to participants and the work everyone does because I would have like to have interacted with people and get to know their work a little better. I made great friends at the YIL initiative but still not sure of what everyone does!

“ Have more inter-group discussion; perhaps have them 'swap' challenges for a few hours - so the actual members can take a breather and see different perspectives

### 3.3.4 Landscape leadership and challenge workshop most useful to participants



The majority of participants (51.85%) found **'pitching'** to be the most useful part of the YIL, followed by **'understanding landscape challenges'** (48.15%) and **'meeting mentors'** (44.44%). The high percentage of participants who found the 'understanding landscape challenges' most useful is an interesting result, considering that this same category was the least selected in terms of 'priority reasons for participating at the GLF'. Therefore, these insights could be considered as an important indicator of the usefulness and the success of the YIL in essentially enhancing people's knowledge and understanding of the landscapes approach despite the fact that this was initially not their main reason for participating.

Please explain why you felt the Landscape Leadership and Challenge Workshop was valuable or not valuable?

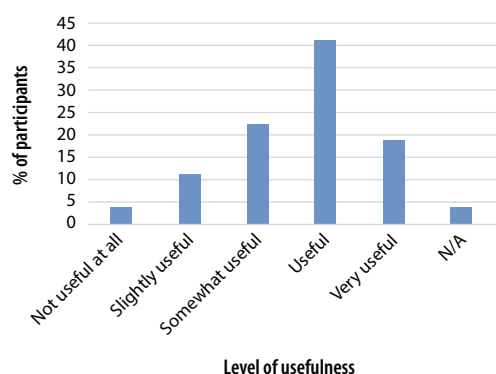
Enhanced understanding of landscapes approach and new thinking	<p>"It has helped me to understand alot more about landscapes and how diverse yet interconnected our landscapes are"</p> <p>"It opened my mind to an entire new academic domain"</p> <p>"It allows me to see where the world is standing on landscape challenge and I get to meet the most amazing individuals all over the world with shared passion."</p>
Exchanging perspectives and experiences	<p>"Valuable - It was really great to work on a team with passionate young environmental leaders on a challenge we all dealt with to some extent in our jobs and studies. It was beautiful to hear others' perspectives and experiences related to our challenge."</p> <p>"I learnt different perspectives"</p> <p>"It allowed everyone to learn new tips, to open the mind to new and different perspectives, to come into different realities related to a common sector of employment/study, to enlarge the network and make new connections"</p> <p>"Meeting new people and learning a variety of different perspectives from such an interesting and intelligent group!"</p>
Learning and networking	<p>"This was the first time i interacted with landscape professionals at a global level. I also realised what issues were being spoken about globally and which weren't. I also learnt about a lot of organisations doing the kind of work i am into so it was a very good opportunity to network!"</p> <p>"For resolving and pitching the challenge or in general? About the first one, very of course. In general: personally i got a motivation boost from working with talented, committed and enthusiastic people with very complementary profiles from around the world. I got to know a lot more about some very interesting topics, issues and contexts. In general I think it's a great way of improving promising young professionals' group interaction and pitching skills, connect them across landscapes and continents, confirm their commitment, strengthening the advance of the landscape approach"</p> <p>"It was INVALUABLE! Such a worthy experience, meeting lots of amazing people, learning so much (either through the challenge or outside it, in informal talks), feeling the good energy of young people making it happen, connecting, etc."</p> <p>"I do not know what the Landscape Leadership and Challenge Workshop, but I'll just assume it was the whole Youth In Landscapes program. Meeting people working on the same topics from all over the world has been amazing."</p> <p>"It was such a great chance to meet people actively engaged with organizations that are making a difference!"</p> <p>"I think for someone younger or at an earlier stage in their career this would've been even more valuable; nonetheless I enjoyed spending time with similarly aged colleagues working on similar research issues"</p>

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	<p>"it was very valuable, it developed important skills, interacting with people all day is very useful in leadership building"</p> <p>"The capacity building on Critical Thinking Approach and Pitching Skills were totally new for me and certainly added on my professional and personal life, specially on (1) how to a efficient decision and (2) fight for it."</p> <p>"I'm assuming this was the entire workshop. I learned something incredibly useful!"</p> <p>"I should have filled out this survey earlier as I don't remember exactly what this workshop was but in general I found the workshops valuable when I had opportunities to learn from other participants as everyone had such unique perspectives and experiences that just by interacting with such a diverse group there was always something to learn."</p> <p>"I learned a lot from my teammates and was able to connect with many people working in sustainable landscapes, which will be beneficial for my career in the years to come."</p>
Team-work and Problem-solving	<p>"It re-emphasized many useful approach to solve problems"</p> <p>"Team-work, youth empowerment, a lot of knowledge, great mentor (Alan)"</p> <p>"Not many young professionals are given a chance to attend a tailored leadership just like this one and the lessons I've learned from the workshop are things that are pragmatic and useful not only on my professional career but also on my personal space. These skills are what young people need for them to be able to retain their respective creativeness but at the same time make real contributions to society."</p> <p>"exposure and ideas we worked on are very useful."</p>
Not very valuable	<p>"I would have liked to have more professional gains from it , not so academic and student-oriented."</p> <p>"I felt it was pitched at children and giving up a week for a 2 minute presentation that didn't lead to any initiative or funded project was pointless. I found many of the activities e.g. taking photos around Paris particularly unnecessary and unrelated to what we were there for. I think it would be good in the future to better inform selected candidates of what the week will entail well in advance."</p>



### 3.3.5 Level of usefulness of building activities and energizers



The majority of participants found the building activities and energizers to be useful (over 40%) and very useful (over 15%), whereas at the other spectrum, a relatively large number of participants (almost 22% and 12%) found these activities to be 'somewhat useful' and 'slightly useful', respectively.

On the one hand, the participants who found these energizers useful further explained that they helped them connect to other participants, and to relax and recharge, as articulated in the following quotes:

“ These activities were useful in a sense that it established how the team can work given the diversity we have. These activities gave us the necessary time and opportunity to get to know the people that we'll be working for the next days and so it paved the way for a better understanding of the different behaviours and capacities each member of the team has and how we can adjust/adapt to them to have a more cohesive and smooth working environment, which is important if we're aiming for a creating a collaborative solution

“ The Scavenger Game the first day was very good for team building.

“ The activities helped us to take our minds away from the heated discussions and to just relax. I think this helped in making us “recharge” for the upcoming session.

“ Built good connections, and makes us a bit more relax

“ Original, improved connection between us, and very funny!

“ It's easier to active listen if you already have a connection with the person/group.

On the other hand, the participants who found the energizers less useful found them to be unprofessional, or taking unnecessary time off more important themes and learnings. The following quotes highlight these ideas:

“ There were too many such activities and interrupted the work on the challenges; perhaps they can be limited to the first day or two. I also don't always feel comfortable participating in all activities presented, but I may just be more shy than others.

“ I think that this kind of activities are useful as propedeutical for the further steps of the workshop. Therefore, I suggest not to repeat the same concepts during the workshop, better just recap briefly the main points in order to give some more space to the core of the workshop, or rather the challenges analysis and the solution elaboration. Also the repetition of energizers during the same day could not get the result attended, but even break the atmosphere created during the teamwork. Anyway, it was nice to discuss together and exercise some of the community building topics: it allowed us to get a harmonized point of view on the approach of the workshop and dragons' den session.



A few others found them useful yet indicated that there were too many across a short period of time:

“ They were very useful, I did feel however there were a bit too many of them. I enjoyed the fact that many were given by fellow participants.

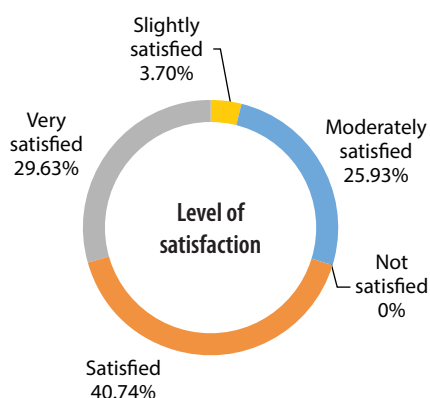
“ They were useful but I don't think they are necessary doing it all the times, working in the challenge is itself a community building activity and deserve more time.

“ It was fun and gave a lot of energy to interact with the larger group and get to know each other, but I felt the activities were quite superficial because they did not really allow us to get to know each other, our backgrounds and professional experience. It was all more “in the moment” and active rather than getting the opportunity to learn from each other.

Furthermore, for future planning and design, it is also important to take into consideration, and aim to take advantage of, the natural energizers and ice-breaking/building activities that take place through natural social interactions, as articulated by one participant:

“ CBAs are great to do on the first day, but for me my most meaningful connections with other participants happened in unstructured settings such as over the coffee break, lunch, or hanging out in the evenings after the workshop.

### 3.3.6 Level of satisfaction with the idea that was pitched



Over 40% of participants were satisfied with the idea that was pitched to the dragon's den, and almost 30% were very satisfied, whereas a considerable 25% were 'somewhat satisfied'.

When asked to explain why they were satisfied/unsatisfied with the idea that they pitched, participants' answers varied widely. Some indicated very positive experiences in which they got good feedback from the dragons, learned to work together as a group on landscape challenges.

“ I think the idea brought together the experience of working in landscapes as a group. It also taught us how to interact with each other. We LOVE post-its. We realised we were all saying the same things without understanding each other. We were able to channelise the cacophony into a nice harmony when we wrote down our ideas and pasted them onto the flip charts.

“ It was very clear, we received encouraging comments from panelists.

“ It had a clear ask and supporting evidence.

“ It (the pitch) really combines the best points made by team members.

“ It was a good, comprehensive idea that incorporated concepts from all the different participants.

“ We challenged and worked with each other so that our final product was much better than either of us could have come up with

“ It involved almost all our thoughts

“ I got great feedback from the dragons and the audience

“ There is a need on the ground for our idea, it takes social realities into account

“ Because it's a great idea and is going to be a very effective program once we get it off the ground.

“ I could still improve my “ask” but I managed to convince my audience with the necessity and urgency of my idea.

“ I think we came up with an idea (farmers' exchange program) that is at the heart of building trust and community between farmers and from there between farmers and companies.

“ It was great, however I felt we could have done better.

“ I liked the idea, but pitch wasn't as polished as I wish it could have been.

One participant elaborated further on her experience:

“ I'm really grateful that I had the chance to pitch the idea of our group. Looking back at that experience, it taught me how to think precisely and how to deliver this message in a sense that I should be able to not only deliver the pitch but to also connect with the dragons so that they can also fully understand where I'm coming from. The experience gave me the opportunity to harness my technical and soft skills in delivering a pitch.

Others questioned the usefulness of the approach, or their lack of confidence or technique at pitching:

“ I am not really sure about the usefulness of the approach

“ I didn't pitch during dragon's den but I'm not sure I would be very confident to speak in front of so many people.

“ I know I have the potential to do a great pitch, but with more experience/time working on the subject (after a week i cannot convincingly claim something my own). Therefor the ambition was there, but Not confident enough to be able to do it adequately enough so there wouldn't have been anyone in our group thinking “yeah i would have done that much better”

“ The fact that we received a challenge (we just selected the field) we might not know professionally of, doesn't provide enough confidence to ask and develop a pitch if we are not convinced ourselves of it and we didn't develop the whole process.

“ It was great to come up with a solution but honestly I felt me and my group didn't have the best technical knowledge to solve the issue...

“ Still lacked technical feasibility and national specificity, but not possible to do everything

Some participants preferred to have more time to prepare their pitch:

“ We could have developed a more creative approach and a more powerful speech, but we spent more time than necessary discussing technical details.

“ I wish we would have more time to develop our concept.

## Do you have suggestions for improvement for the pitching training (Abby and Daisy)?



They are perfect, very friendly.



They did great. Encourage more constructive criticism from the crowd.



Nothing, it was excellent

### Guidance with the theme/idea:

- Providing us with an idea and asking us to do a pitch based on it
- Perhaps it was a bit too condensed

### More time:

- Great job Abby and Daisy! But we needed more time with you! Next year perhaps the whole last day could be dedicated to practicing and polishing the pitches.
- After a first round of practicing of the pitches and collection of feedbacks/comments/suggestions, it would be nice to have a second chance to practice the revised pitch in order to get some more advices and understand if the improvements actually responded to the first criticisms
- If possible more rehearsal time, maybe a second try w individual groups to evaluate progress
- More time!!! More practice.
- Pitching is a skill that is very valuable in personal and professional life, so more time should be dedicated to this, more practice and also could be useful a webinar before the workshop

### Smaller groups, better communication

- I really liked their training. They have a amazing vibe. The only thing that i think could have been worked upon a bit better was the pitching exercise we did. There were so many people. It got VERY confusing. I wasn't able to hear the instructions properly and most people around me were clueless too. May be exercises that can be modified to suit the size of a group should be worked on.

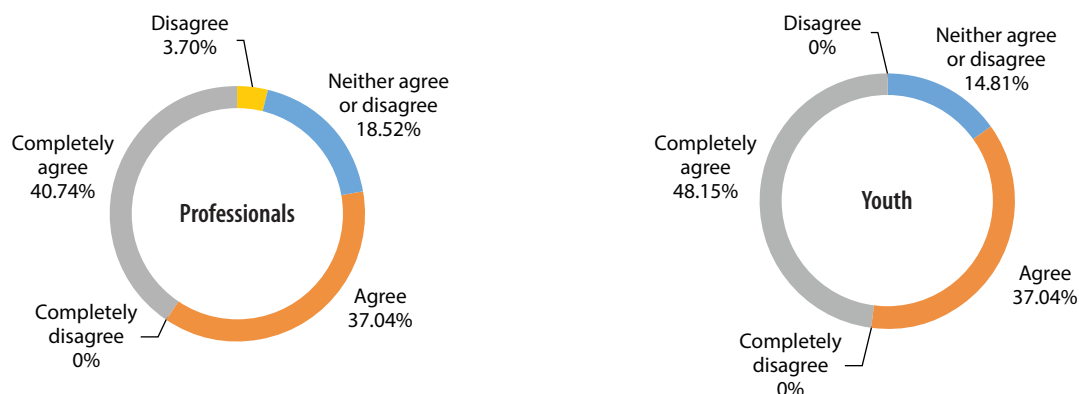
### Group pitching:

- Having a group pitching (must be with none from your challenge), a group of 5, with each in the group taking turn to pitch something.

### Tailored to context of participants

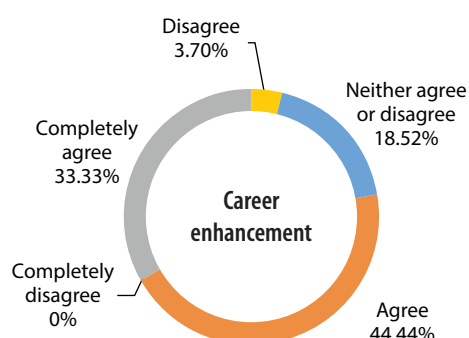
- It could have been adapted to a more international context and also for not native speakers. Considering choosing of words, etc ...
- It was great. I just thought that pitching to us (as audience) has a much stronger impact then when Abby pitched to Daisy, but anyway it was really amazing!
- The dragon den should be simulated more than once and it doesn't have to be with dragons but may be with other teams.

### 3.3.7 Level of agreement: learning and gaining more through their participation



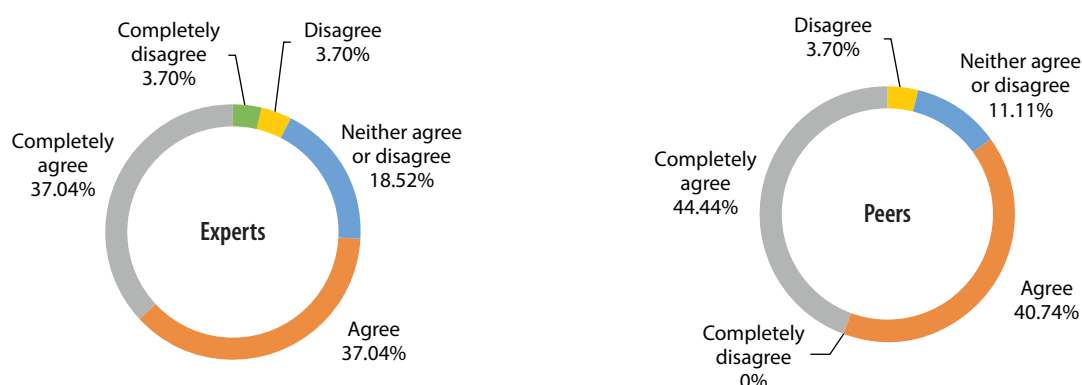
Most participants considered that they had enhanced their knowledge about land-use issues and real-life experiences through professionals attending the GLF, with the majority (40%) 'completely agreeing', and 37% 'agreeing' on this. Similarly, the majority of participants (48%) considered that they learned and gained more through interactions with their peers and other youth attending the GLF.

### 3.3.8 Level of agreement on ability to access more opportunities for career enhancement



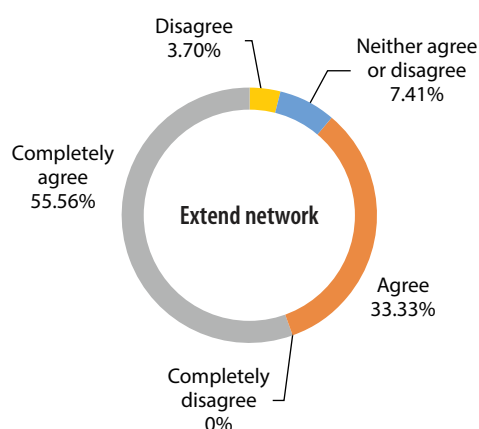
The wide majority of participants considered that their participation at the YIL and GLF enhanced their ability to access more opportunities for career enhancement.

### 3.3.9 Level of agreement in ability to access more opportunities for communicating ideas on landscape challenge to experts and peers



Most participants indicated that they had the opportunity to communicate ideas on landscape challenges to professionals at the GLF (37% completely agree) and to their peers (44% completely agree).

### 3.3.10 Level of agreement in ability to extend network



The wise majority of participants (55%) completely agreed that their participation in the YIL and GLF enhanced their ability to expand their network and gain access to more connections and useful contacts.

## 3.4 Feedback from landscape challenge mentors

The YIL program entailed another important and unique component called the landscapes challenge mentoring. This mentoring program, which is different from the general mentoring (pairing GLF senior delegates with youth delegates), focused on 5 of the most pertinent landscapes challenges today, including measuring success; education; landscape restoration; rights and tenure; and finance and trade. The YIL organising committee approached 5 organisations to design a landscape challenge based on the 4 themes of GLF (measuring success, landscape restoration, rights and tenure, finance and trade) plus education. Each organisation assigned one or two staff members to mentor the youth teams working on that challenge and their main role was to provide thematic and technical support, guidance, and overall mentorship to their designated teams with the aim of debating and designing viable solutions to each challenge. Challenges and their corresponding mentors can be found on the website [www.landscapes.org/glf-2015/youth-in-landscapes-initiative/landscape-challenges/](http://www.landscapes.org/glf-2015/youth-in-landscapes-initiative/landscape-challenges/)

The landscapes challenge mentoring program proved to be a very useful and innovative platform for young professionals and more senior and experienced delegates in landscapes issues to interact together, learn from each other, and collaborate on solving landscape challenges. From the young participants' perspective, and based on the data presented in the above sections, the mentoring program presented a valuable component of the entire youth program, as 44% considered it to be the most useful component for them, and several participants even pointed out that they would have preferred the chance to spend even more time in discussions and collaborations with the mentors. This actually resonates with the feedback obtained from the mentors themselves, through a 3-month follow-up survey (3 responses out of 6 mentors) and two individual in-depth interviews conducted over Skype. These findings are further discussed below.

### Interactive and participatory youth engagement

Several mentors highlighted the chance that the mentoring program provided them to engage first-hand and in a participatory approach with young people from diverse backgrounds and cultures in order to provide guidance as well as to exchange learning on landscapes issues. As the survey respondents explained when asked about their greatest achievement as a mentor, one mentor pointed out to: *"the connection with young professionals involved in new way of doing research and communicating with others"*; whereas another considered that his greatest achievement was as a mentor he contributed to guiding a young participant's decision regarding his internship and career choices. The follow-up interviews provided further insight into the value of such youth engagement and how this links to the senior professionals' main motivation to take part in this program, as indicated by one of the mentors: *"Unep is working on youth projects and wants to involve youth in many ways and so we saw this as a good way to engage youth and brainstorm ideas"*. For another mentor, her aim was also to gain insight into young people's perspectives and priorities regarding the skills and competencies needed in landscapes education: *"We were in the initial stages of developing an online curriculum on landscapes and we wanted to engage youth to help us design it and to consult with them on what they think are the skills, knowledge, competences, attitudes needed, to start from their perspective on this and on their preferred way of learning and then to take it further based on this, for developing the curriculum."*

## Diverse contexts, shared vision

The mentoring program provided an open space for both the young and more senior professionals to work together on solving landscapes challenges guided by their shared visions and interests. Several mentors expressed their excitement over working with young men and women who came from diverse backgrounds and contexts and yet who shared their perspectives and interests in landscapes issues. One survey respondent elaborated more on the details and benefits of such interaction between mentor and mentee: *"We have an interesting (email) correspondence, dynamic - mainly in spanish, so he can practice that language - coaching, but mostly interchanging experiences and having thematic discussions. We're more or less on the same "side" when it comes to these discussions, but we each come up with interesting - different - point of views from our specific context."* Moreover, some mentors indicated that the mentoring program enabled them to have discussions with the youth over ideas for solutions as well as potential joint projects on landscapes issues, such as establishing a joint document to be presented at the next GLF or to start writing together for a publication.

## Challenges: time and team management for output

The challenges varied between the different mentors. First, one shared challenge was related to 'time'. Most mentors indicated time management as a challenge to their engagement with the mentees, yet this was experienced differently by each mentor.

For one mentor, the challenge was in finding sufficient and efficient time for engaging with the mentees who *'seemed overloaded'*, as she pointed out in the interview. She further elaborated on her point, explaining that her main reason for getting involved was that, as she is based at a University and her institution is active in the landscapes field and work a lot with youth and know that *"youth can and want to be trained on landscapes"*; they wanted to use a bottom-up approach for designing the online landscapes curriculum through getting young professionals in landscapes involved in the process. However, she indicated that *"perhaps participants were overloaded with the personality-building program, and so they always seemed (and said) they were busy but in the end for us there was no 'product', something useful for us to take back and use."* She therefore suggested separating the two aspects of the program, the personality/team building, and the challenge design and development, adding that *"although we want to be involved a bit with this personal development and to feel like we are contributing to that, but we also don't want to invest too much time on it."*

Another interviewee had a different perspective on managing time as a mentor between different program sections/aspects, indicating that it took them some time to 'figure out' what the youth have been taking in the other sessions and how this fits into their mentoring program, as well as to understand the entire process and timeline for the program: *"Our role at the start was clear, but then halfway through, we weren't wasn't clear on timeslot, entire process, what and how it will happen, until we arrived to Paris. It would have been useful to have a clearer idea from the beginning on how to approach this program... It would have been useful to know beforehand, to understand the entire process that the young participants would go through, the approach, timeline, entire workshop and key milestones they have to achieve and by which timeline."*

He emphasized that such variations in time and tasks sometimes created confusion over the aims and approach of the program and how best to invest their efforts for mentoring the young participants:

This mentor's perspective notably varies from the other interviewed mentor who preferred not to get too involved in the entire 'youth' process, and so it is important for organizers of future YILs to take into consideration different preferences and working modes of mentors in their design of the program, and perhaps to give the chance and the choice to mentors themselves to decide on their level of engagement in the overall process.

“ Sometimes I felt disconnected. For example in day 1 we discussed the main problem/challenge then participants went off to other personal development workshops, and then day 2 we had to revisit everything and determine the tasks....I'm not sure what they were being trained on, what they were doing (and how we can build on that) and the approach being used... It would have been nice to have an idea what is going on so we can be better involved.



Other mentors shared that the difficulty was in maintaining contact and collaboration over time with their mentees beyond the actual GLF, as explained by two survey respondents:

“ The main challenge has been in time management. This will be addressed by slotting regular times to check in on my mentee and touch base on our goals.

“ I think the main and critical step is to set aside time to ensure we achieve our targets since we are both rather busy in our different capacities.

Overall, time management was a commonly raised issue amongst many mentors and this is important to guide adequate design that fits the needs and interests of both the young participants and the senior professionals and to promote their active engagement and collaboration on landscapes issues beyond the limited lifespan of the YIL event itself.

Second, another raised issue was the level of involvement of the mentors in the initial design of the programme. One interviewee indicated that the challenge had been in understanding exactly their role and the (mentoring) approach to be used at the different phases of the programme. For instance, he expressed that as mentors they were not involved in the design of the challenge and that it would have facilitated their work and made it more efficient had they been involved from the start in designing the challenge. He pointed out that *“it would have been useful to narrow it down from the start, to have more detailed guidelines.”* This mentor also indicated that throughout the mentoring process, he would have liked to learn more about the experiences and insights from the other mentors to promote shared learning and mutual benefit: *“It would have been useful to have feedback from the other mentors on how their challenges went and how it was structured and developed... to learn also what worked and what didn't so we can design better next time.”* This highlights the importance of developing channels or platforms, on-site during the event as well as on-line prior and following the event, to enhance shared learning and interaction amongst the different mentors for better output for all.

A third challenge as particularly expressed by one mentor was in terms of *‘getting something back’* from the youth. In the interview, this mentor mentioned that they had invested time and energy in this project and though they really enjoyed the entire process, yet they would have liked to *‘get something back’* in terms of deeper insight on youth priorities and concerns for their online landscapes course. She explained that they were not able to get such information as the young participants were always occupied with the other aspects of the YIL and GLF and did not invest much time in supporting their project. She called for clearer responsibility for these young mentees on their roles and contributions to the programme and to the mentors, explaining that:

“ We mentored the participants and it was great fun and we surely enjoyed it...but then we never heard from them again. If you approach an organization to design a challenge, there's an expectation that they would get something out of it. We suggested and guided them to many different options and ways to help inform us on the curriculum... We did not get anything out of it. A lot of focus on team building and personality-building, but in the end there was no report, no product, just the 'pitch'...As if the pitch was the product...Even afterwards when we invited the participants to take part in our workshop/meeting for developing the curriculum, only one young participant came and he left after one hour saying he was busy, had other stuff to attend.

In this regard, this mentor pointed out that, for youth to be taken seriously, if they are asked, they should deliver, adding that it was not directly their fault but nevertheless this should be managed and followed up for more efficient output for both sides: *"The design needs to focus on the clients too, not just the youth participants. It's a two-way... Take the clients seriously as well and deliver to them."*

The landscape challenge mentors provided some further suggestions for improving the design and implementation of future YIL events, as discussed below.

First, some mentors suggested enhancing communication channels and approaches between the mentors and the youth as well as amongst the youth themselves. For instance, both interviewees pointed out to the importance of better coaching for the young participants on communicating and working together for more effective output, as per below:

“ Perhaps more coaching on inter-cultural communication, how to overcome communication problems... Give some time for the different participants to get acquainted with each other and establish common understandings, and how to work together... There was a lot of communication in the group (skype meetings but also Paris sessions). Too many participants who wanted to show off what they know and what they've done... too many 'leaders'... So perhaps coaching is needed on working together; there seemed to be task distribution but no clear roadmap or understanding of the roadmap, and we had to keep repeating and explaining to them.

“ We can think of ways to commit and motivate them. It's always tough when you try to get different people to do something online together, and they tend to leave it till they are actually in the meeting, which is quite normal, but still would be useful to have them come more prepared.

Such insights indicate the need for deeper reflection on the design and preparation of the youth programme, taking into consideration the diverse contexts and backgrounds of youth and building on such diversity for promoting continuous social learning and inter-cultural exchange and strengthening communication channels between the different participants. It is thereby important to provide adequate platforms and mechanisms for these youth and mentors to establish some common understandings and vision for the programme and the way-forward.

The survey responses also generated some specific suggestions for improving the YIL design, particularly with regards to producing certain tools or mechanisms for facilitating and guiding the role of the mentors before, during and beyond the GLF event, as elaborated by the following mentor when asked about ways to strengthen the mentoring programme:

“ Some resources - documentation, online courses - about mentoring (tips, capacity building) might be interesting. Facilitating a live meeting with the mentee or a workshop with the other mentors and mentees would be great but I assume that's not possible budgetwise.

Finally, the depth of knowledge gained through this 3-month follow-up evaluation process helped highlight the strengths and weaknesses of the mentoring programme and identify certain steps that can be made to improve its design with the aim of mutual and efficient gains for both mentors and mentees.

### 3.5 In-conference mentoring program

The GLF was the first international conference for many of the youth delegates. To aid them in navigating the complexity of topics, to speak up in discussions and to network with senior professionals, an in-conference mentoring program was organised.

A call out was put to all delegates who registered for the Global Landscapes Forum to join the program either as mentees or mentors. After an extensive selection process, 22 young people from 17 countries were partnered with senior professionals from business, government, NGOs and research institutions, working across diverse fields such as REDD+, sustainable supply chains, forest management and development and more.

Over the two days of the GLF, these senior mentors guided their mentees through sessions, plenaries, and networking opportunities. And, in turn the mentees had the opportunity to share their own knowledge and experiences of studying and working in landscapes around the world.

Many of these pairs plan to stay in touch following the GLF – one mentee is already excited about the possibility of getting involved with her mentor's work on deforestation free supply chains. Here are some of the perspectives collected from mentees:

“ I definitely learned a lot from my mentor. He helped expand my views on REDD+ with some surprising considerations and that made me question and rethink. He also gave me great insights on his world and on networking dynamics.

“ It was so valuable!! Meeting the mentor itself is a first networking contact, and getting to know at least one senior person there. That's a great start, and preparing myself to meeting him meant that I was more prepared for the entire conference and meeting others as well!

“ I have learnt that not everyone starts where they dream of, but it's about how you work and seek these opportunities that will get you where you would like to be. Being a part of this program makes me realise that there really are countless aspects one could become active in the field - and pursue their dreams.

“ My mentor, being a youth entrepreneur herself advised me and gave me tips on networking and pitching. Having discussed what I do at Tree Adoption Uganda and what my aims were, she helped me identify important contacts at the GLF and shared her experience with me too. With this advice in mind and her practically showing me what to do and how it's done... I was able to make great progress in networking in addition to boosting my confidence and helping me identify areas to work on in my field of work.

A video interview was also conducted with one of the mentors: <https://vimeo.com/147992089>

“ [Within the next three months I hope] that I've played an important part in enabling him to form a better picture of what work in our sector is all about, and based on that, having a better idea of the direction he wants to go in

**Pieter van de Sype**  
Mentor

Five of the mentoring pairs took part in a 'design sprint' workshop on Saturday 5 December, and were guided through the process of collaboratively designing a pilot long-term mentoring program. The Youth in Landscapes Initiative is supporting each of these five pairs in finalising their individual, tailored mentoring programs. Mentors and mentees will build on the outcomes of the workshop, defining their goals and how they will communicate, work together, and overcome challenges to achieve these.

Follow up evaluation will be conducted for each mentoring pair as they continue to work together over 2016 - exchanging knowledge, building networks, and sharing their journeys of professional development.

# 4 Budget

The face-to-face workshop, Dragons den hire and website redesign were covered by Global Landscapes Forum implementing partners. The catering for the face-to-face workshop was covered by the MSc Agriculture and Climate Change Transitions (MSc ACT). This budget does not capture crowdfunding efforts and sponsorship sought by youth innovators individually, of which there were many.

This budget is significantly less than what was originally strategized for 2015 (\$88,000) and also what the program cost to run in 2014 (\$48,500). Fundraising was a challenge this year, as many partners perceived the program to be in the remit of the Global Landscapes Forum and were therefore not able to dedicate funds specifically to the Youth in Landscapes Initiative. The coordinator (normally a partially subsidized position) decided to donate their time so that funds could be used for youth innovator scholarships.

If the Initiative is to continue evolving into a world-class youth engagement program over the coming years, a sustainable funding model needs to be developed.

No	Description	Vol	Day	Amount (EUR)	Amount (USD)	Full amount (USD)
1	Youth innovator sponsorship (x6)					
	Accommodation (shared hostel room)	5	7	1383.9		\$1,506.49
	Economy flights	6				\$5,455.61
	Sub total					\$6,962.10
2	Online program					
	Webinar subscription fee	1	2 months		\$60.00	\$120.00
	Sub total					\$120.00
2	Face to face workshop					
	Venue and AV hire	1	4.5	3811.2		\$4,145.35
	Catering	1	3	1072.5		\$3,502.36
	Sub total					\$7,647.71
3	In kind					
	Dragon's den AV hire	1	1		\$3,000.00	\$3,000.00
	Landscapes.org/youth redesign	1	10		\$200	\$2,000
	Post event video production	1	1		\$2,000.00	\$2,000.00
	Sub total					\$7,000.00
4	Marketing					
	Subscription to newsletter service (mailchimp)	1	4 months			\$180
	Sub total					\$180.00
5	Volunteer time (unpaid)					
	Coordinator	1	80		\$300	\$24,000.00
	Organising team	8	60		\$150	\$72,000.00
	Travel and accommodation cost	7	7	2040.92		\$2,221.06
	Sub total					\$98,221.06
	Total event cost					\$21,909.81
	Event cost (including volunteer time)					\$120,130.87

# 5 Conclusion and recommendations

The findings generated through this quantitative and qualitative evaluation process highlight numerous strengths, and some weaknesses of this youth program. Overall, the majority of participants expressed having a positive and enriching experience in which they learned to connect with each other, to collect their thoughts and articulate them in oral presentations and discussions, to critically and creatively think of solutions to landscape challenges, to actively listen to discussions and information to be able to extract important and useful knowledge, to pitch ideas and solutions to real-world problems in a clear, confident and convincing approach, to network with professionals at international conferences and with stakeholders in their communities and careers. Furthermore, participants cited enhanced understanding of the landscapes approach and various important themes within it, especially as related to the 5 landscape challenges mentioned in the 'Introduction'.

Nevertheless, some participants commented on the lack of sufficient time for delving in a more profound and meaningful way into the thematic discussions, and for going into more details of the topics that were not directly related to their assigned challenge theme/topic. Participants also pointed out to the limited opportunities for thoroughly listening to, and exchanging/sharing stories, perceptions and experiences from the wide and rich diversity of participating youth. In addition, many participants considered that the energizers were too much in number or too simple/unrelated in content; hence taking off time and energy from more important and useful exercises, activities, discussions and learning.

A few recommendations based on the Findings:

- **Tailoring skills-building activities to different needs, skill levels, and potential contributions of participants.** The findings demonstrated that across the spectrum of the 50 participants, there was a wide range of variation in terms of level of prior knowledge and application of the landscapes approach, or of certain skills such as facilitation or critical thinking. Therefore, it is important that the design of future YIL take into consideration such existing and important differences amongst participating youth, and therefore it is recommended: 1) to tailor and categorize the activities and workshops to different levels and needs of participants, and 2) to capitalize on/make use of the existing and invaluable knowledge of different participants by designing workshops that encourage them to contribute their own knowledge and skills, exchange, and 'learn from and with each other' instead of having a one-way teaching and learning from facilitators and organizers.
- **Incorporating team-building activities and energizers in a way that is aligned with the vision of the program and harmonized with the time, energy, themes, and cultural diversity:** Energizers and team building games can be very important tools for building bonds, enhancing inter-understanding, and creating connections and partnerships amongst the diverse participants as well as the other stakeholders. They should not be seen or used simply as 'fun diversions' from the themes and issues being addressed, but rather as a creative and refreshing/playful/artistic way of addressing these themes and skills and of making the group feel more relaxed together in addressing these themes. So, not too many random energizers and playful activities that waste time or energy off more important learnings; Making use of natural energizers such as social walks and talks, and outdoor coffee breaks; Developing energizers that focus on social learning and interaction to enhance **inter-cultural and inter-disciplinary exchange** amongst participants, and also with commitment and collaboration of organizers, facilitators, and mentors/challenge partners, to be seen all as equals rather than as 'upperhand mentors or coordinators'...

- **Giving the youth participants ownership of the program, Designing the format and content of the workshop to emphasize two-way learning**, social learning and exchange rather than 'teaching the participants'; Recognizing that participants have valuable experiences, knowledge, and ideas that they can share and develop; giving participants more influential and leadership roles not only in the GLF, but from the very beginning of the YIL design, through asking them to contribute their ideas, asking for what themes and topics and skills they need most..and **designing and implementing the workshop in collaboration with the participants**, rather than based on 'perceived' profiles and needs of the participants. The former is a more **empowering** approach.
- **More time must be given to go in-depth into discussions on landscapes issues** and other heavy complex themes that require more than a brief discussion amongst a big group of people who cannot always all contribute their ideas and perspectives; consider **smaller groups** when applicable/possible; **Less time building skills randomly without demonstrating or establishing clear and definite/ useful link to the themes being addressed in YIL and GLF.**
- **Utilizing a similar approach to that used in the 'pitching', for developing participants' other important skills and knowledge as well.** Most of the participants indicated that the pitching activities and learning approach were useful and effective, and this can even be demonstrated in their articulate responses when asked about 'three words/ideas they learned about pitching'. Overall, the workshop seems highly focused on the 'pitching', which is good and important, but also such similar and effective approach and format can be used for developing other skills such as facilitating discussions, critical thinking, active listening, networking...and for the more thematic knowledge of landscapes approach and the technical background which several participants pointed out to needing such necessary background understanding. Future workshops can be built around stronger links and building up on more systematic webinars and readings /online group activities that gradually build knowledge of these complex themes, and that eventually link up to the on-site YIL workshops which can then develop these themes further and in more specifics.

Landscape challenge mentors also had some specific recommendations:

- Ensuring better time management and coordination between the landscape challenge programme and the personal/team skills-building programme
- Engaging, from the start, both the landscape challenge mentors and the young participants in the overall process of the challenge from its conception, design, development, and application.
- Providing adequate and clear information for landscape challenge mentors, since the very beginning, on the different aspects and parts within the overall youth programme, to enable them to choose their level and extent of engagement (beyond the actual mentoring programme).
- Providing initial spaces as well as tools/trainings for effective communication amongst the diverse youth for identifying common understandings, shared visions, and potential challenges.
- Designing the programme in a way that ensures mutual contribution and benefit for both landscape challenge mentors and youth participants, perhaps through clearly identifying goals and expectations, and agreeing on ways to collaborate to achieve them, and holding both mentors and mentees accountable on delivering as agreed upon.
- Developing a guide or tool that can support the landscape challenge mentors in their approach and facilitate their role throughout the project, as well as guide them in maintaining effective communication and collaboration with the young professionals over the long-term.



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