

**Learning  
Opportunities  
Assessment  
Overview  
Report**

IUCN World  
Conservation  
Congress

By:  
Universal Management  
Group



January 2009

## A c r o n y m s

IUCN	International Union for the Conservation of Nature
LO	Learning opportunity
WCC	World Conservation Congress



## Contents

1. Introduction	1
2. Evaluation Results	3
2.1 Event Organization	3
2.2 Event Delivery	5
2.3 Aggregated Comments of Open-Ended Questions	11
3. Looking Forward	21
3.1 Learning Environments	21
3.2 Learning Preferences	21
3.3 Learning Support	22

## Exhibits

Exhibit 1.1 Learning Opportunities Participants' Profile (day school)	1
Exhibit 1.2 Learning Opportunities Participants' Professional Affiliation (day school)	1
Exhibit 1.3 Learning Opportunities Participants Geographic Distribution (day school)	2
Exhibit 2.1 Participants' perceptions on LO organization (day school)	3
Exhibit 2.2 Participants' views on pre-session information and learning materials used (day school)	4
Exhibit 2.3 Participants' views on the effectiveness of the facilitator (day school)	6
Exhibit 2.4 Participants' perceptions on the time provided for interaction (day school)	7
Exhibit 2.5 Participants views on other issues related to event delivery (day school)	9
Exhibit 3.1 Learning environments (ranked in order of preference) (day school)	21
Exhibit 3.2 Learning preferences (ranked in order of preference) (day school)	21
Exhibit 3.3 Suggested skills building courses (day school)	23
Exhibit 3.4 Willingness to pay for a similar event (day school)	

## Evaluation of the Learning Opportunities

---

	25
Exhibit 3.5 Amount of money participants would be willing to pay (day school)	25
Exhibit 3.6 Professional development opportunities (day school)	25
Exhibit 3.7 Who pays for professional development opportunities? (day school)	25
Exhibit 3.8 Time spent in learning opportunities (day school)	27
Exhibit 3.9 IUCN Learning Center (day school)	27

A p p e n d i c e s

---

Appendix I Event questionnaire	29
Appendix II Detailed Data on Each Event	36
Appendix III Learning Opportunities Questionnaires: Qualitative comments to open questions (Day school)	37
Appendix IV Linear Regression Results	57
Appendix V Suggested skills building courses (day school)	58

---



## 1. Introduction

The 4<sup>th</sup> World Conservation Congress (WCC) was held between October 5<sup>th</sup> and 14<sup>th</sup>, 2008 in Barcelona, Spain and convened some 7500 participants concerned with conservation and sustainable development issues. As part of the of the WCC, over 800 different events and workshops were held during the first four days of Congress, effectively serving as a Forum to engage participants in constructive debates and discussions around key environmental issues, in addition to providing a wide range of skill building Learning Opportunities (LO).

A total of 50 LO were offered without additional costs to participants on a diversity of topics ranging from *Forest carbon inventory and accounting* to *Global Communication Opportunities for Conservation Education and Awareness*. In all, 873 discrete participants took part in skills-building workshops lasting four to eight hours (some attending multiple). The workshops offered practical, interactive and participatory learning sessions for groups of 20 to 60 participants.

To assess individual learning opportunities, participants were invited to fill in a short questionnaire at the end of each workshop selected to be part of the evaluation. Developed jointly by IUCN and Universalialia, the LO questionnaire was divided into two parts, dealing respectively with issues of effectiveness (i.e., event organization and event delivery), and long term learning needs to help plan future capacity building initiatives<sup>1</sup>. In all, 526 questionnaires were completed during day school activities (covering 37 different events) and an additional 93 surveys were filled in during night school opportunities (corresponding to 11 events). The analysis that follows focuses on day school events and, as appropriate, briefly describes the results of night school events. The profile of participants in terms gender, membership in IUCN, professional affiliation, and geographic distribution are provided in Tables 1.1 to 1.3 below.

**Exhibit 1.1 Learning Opportunities Participants' Profile (day school)**

	MALE	FEMALE	NO RESPONSE
Gender	211 (40.1%)	250 (47.5%)	65 (12.4%)
	YES	NO	NO RESPONSE
Member of IUCN	210 (39.9%)	233 (44.3%)	83 (15.8%)

**Exhibit 1.2 Learning Opportunities Participants' Professional Affiliation (day school)**

PROFESSIONAL AFFILIATION	RATIO OF RESPONDENTS
Government agency	50 (9.5%)
<b>National NGO</b>	<b>119 (22.6%)</b>

<sup>1</sup> An example of the questionnaire used is available in Appendix I.

## Evaluation of the Learning Opportunities

---

PROFESSIONAL AFFILIATION	RATIO OF RESPONDENTS
International NGO	73 (13.9%)
State	11 (2.1%)
Donor	2 (0.4%)
Private sector	32 (6.1%)
Academia	82 (15.6%)
IUCN	21 (4.0%)
Youth	16 (3.0%)
Indigenous group	1 (0.2%)
No response / Other	119 (22.6%)

**Exhibit 1.3 Learning Opportunities Participants Geographic Distribution (day school)**

REGION	RATIO OF RESPONDENTS
Africa	62 (11.8%)
Asia	74 (14.1%)
<b>Europe</b>	<b>157 (29.8%)</b>
North America	38 (7.2%)
Latin America and the Caribbean	77 (14.6%)
Oceania	15 (2.9%)
No response	103 (19.6%)

## 2. Evaluation Results

This section provides an overview of the aggregated results of the LO questionnaires in terms of the effectiveness of event organization and delivery. The aggregated results for all the day school events as well as the relative performance of each of the reviewed events (day and night school) are provided in Appendix II.

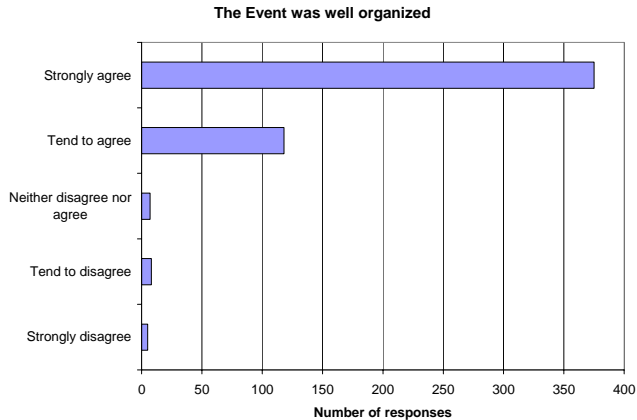
### 2.1 Event Organization

**Finding 1: Learning opportunities were viewed as being well organized by the vast majority of respondents.**

As highlighted in Exhibit 2.1 below, close to 95% of survey respondents (493 out of 526 respondents) indicated that the learning opportunity they attended was well organized - a near perfect score that illustrates the careful planning that went into these sessions.

Various comments referred to the organization of the events and they are also very positive. A total of 15 respondents referred to the organization as being the major strength of the event they attended. Several respondents who filled out the questionnaire recognized the professionalism of the organizing team.

**Exhibit 2.1 Participants' perceptions on LO organization (day school)**

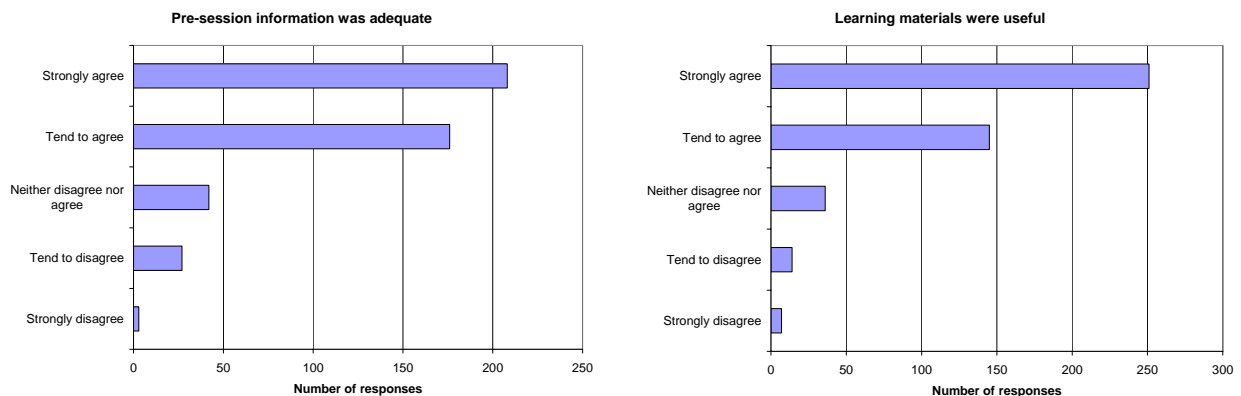


The night school events also demonstrated good planning and organization. Out of the 93 respondents, 82% agreed that the event they attended was well organized. This slightly lower score may be explained by the comments made by various respondents suggesting that more time would have been needed for the workshop, the workshops could have been more interactive, and the content could have been at a higher level.

**Finding 2:** Logistical considerations such as the appropriateness of the facilities, the adequacy of the pre-session information and the usefulness of the learning materials received positive feedback from the majority of survey respondents for day school events.

The learning opportunities took place at the Hotel AC Barcelona and up to five events could be held at the same time. Questionnaire results show that 91% of participants agreed to some extent that event facilities were appropriate. However, 23 participants suggested solutions for improvements regarding the seating arrangement, the size of the rooms, and the equipment. According to these responses, rooms were sometimes too crowded, which in turn made it difficult to hear what was going on or engage in discussions. Moreover, workshop equipment (having computers or access to Internet) was not available and would have been desirable in some cases. Pre-session information and the learning materials that were distributed also obtained positive considerations as shown in Exhibit 2.2 below.

**Exhibit 2.2** Participants' views on pre-session information and learning materials used (day school)



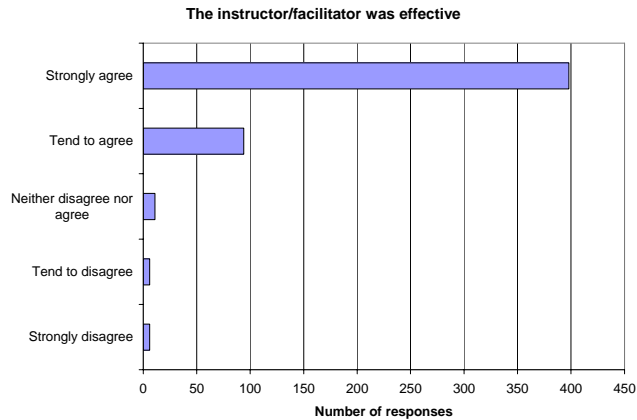
Among those who qualified their responses, 30 participants provided positive comments on the quality and usefulness of the learning materials. According to respondents, the tools and methods presented provided relevant and useful information that could be used in their own work. However, 30 other participants suggested improvements on the materials such as:

- Sending material beforehand or asking for a practical work before the workshop;
- Giving more references;
- Providing more documents and information on the topic.

The night school events also received positive feedback on logistical considerations, although respondents' comments were slightly less enthusiastic about the night school events. A total of 89% of respondents agreed that the facilities were appropriate. The pre-session information and the learning materials received lower scores, with 48% and 36% of satisfaction respectively. This could be



**Exhibit 2.3** Participants' views on the effectiveness of the facilitator (day school)



Correspondingly, facilitation was regarded as the most significant strength of the learning opportunities. The importance of workshop facilitation was underscored by 95 respondents in a variety of ways:

- "The facilitators were really good, motivated, and enthusiastic about delivering the result and communicating with participants";
- "Trainers very clear and easy to follow";
- "Strong knowledge from the trainers";
- "Everything was explained very clearly and instructors were very approachable".

In addition to being clear and helpful, facilitators were also commended for their use of participatory learning techniques, and their capacity to deliver entertaining, dynamic and interactive events - the qualifiers that were most often used to best describe the LO that respondents attended.

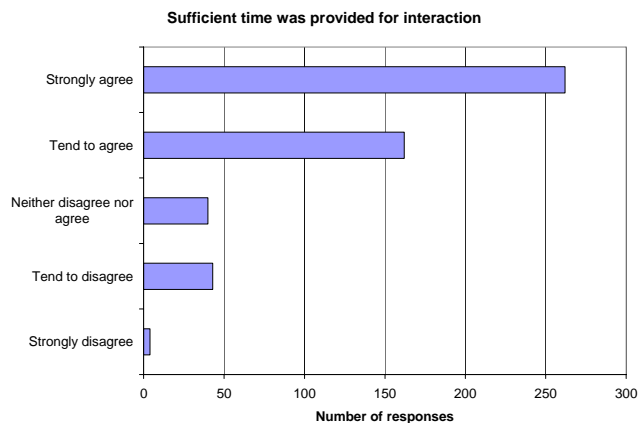
Regarding the night school events, the elements associated with event delivery that received the most positive rating were the relevance of learning objectives to the IUCN programme, the effectiveness of the facilitator, and the fact that the session contributed to the learning of the respondents. Some respondents indicated that they plan to use their new learning and skills to:

- Help them build partnerships;
- Work with the private sector.

**Finding 4:** Although time for interaction was generally considered adequate, time management as a whole was the most cited area for further improvement for day school events.

Our experience shows that time for interaction between participants is a crucial element of successful professional development workshops or seminars. When probed on this issue, respondents to the learning opportunity survey tended to be satisfied with the provisions made for group interaction. Out of the 526 respondents, 424 (or 81%) tended to be in agreement with the adequacy of the interaction afforded in individual learning opportunities, which coincidentally also happens to be the lowest rate of satisfaction in this section of the survey (see Exhibit 2.4 below).

**Exhibit 2.4** Participants' perceptions on the time provided for interaction (day school)



However, when asked to identify how the workshop they attended could be improved (question 2.11), respondents overwhelmingly pointed towards a number of time management concerns. In all, 89 participants stated that they could have used more time, with comments ranging from the need for full day workshop sessions to the addition of more time to address specific workshop issues or generate a deeper understanding of the subject matter. This perceived lack of time led 37 participants to suggest that even more interaction would have been helpful. The comments received tended to be brief but specific, such as:

- "More time for questions and discussions";
- "More discussion of participants";
- "Less presentation, more interaction".

Three factors were cited for improvements in the night school questionnaires. A large proportion of respondents agreed that there was not sufficient time provided for interaction, a concern that also came out in the assessment of day school events. In addition, two other issues clearly emerge: respondents felt that they did not have enough opportunities to network and that the event did not entirely meet their expectations. Respondents noted a few ideas to better run this type of learning activity, for example:

## Evaluation of the Learning Opportunities

---

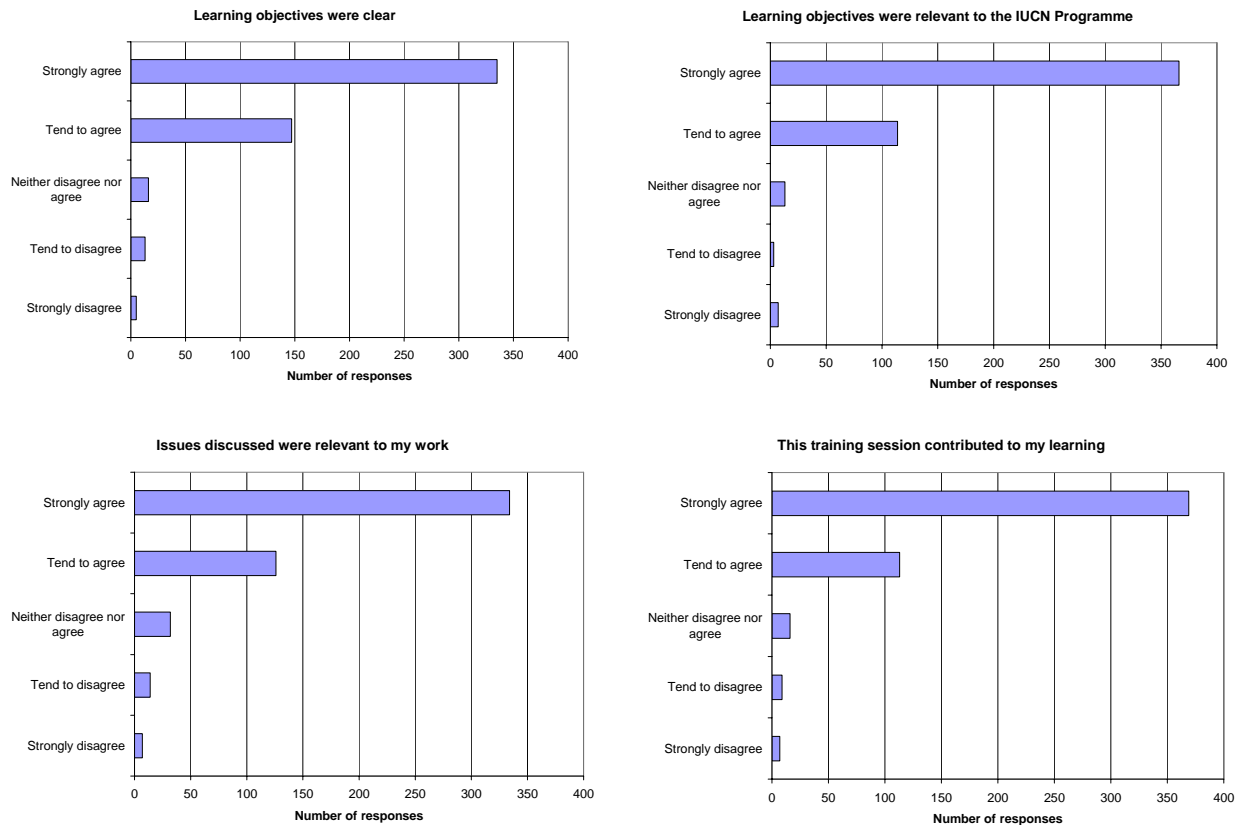
- A bit more time to let participants talk about their knowledge would be good;
- More time for greater understanding of the issue;
- Good to have interaction with other attendees at different points of the program.

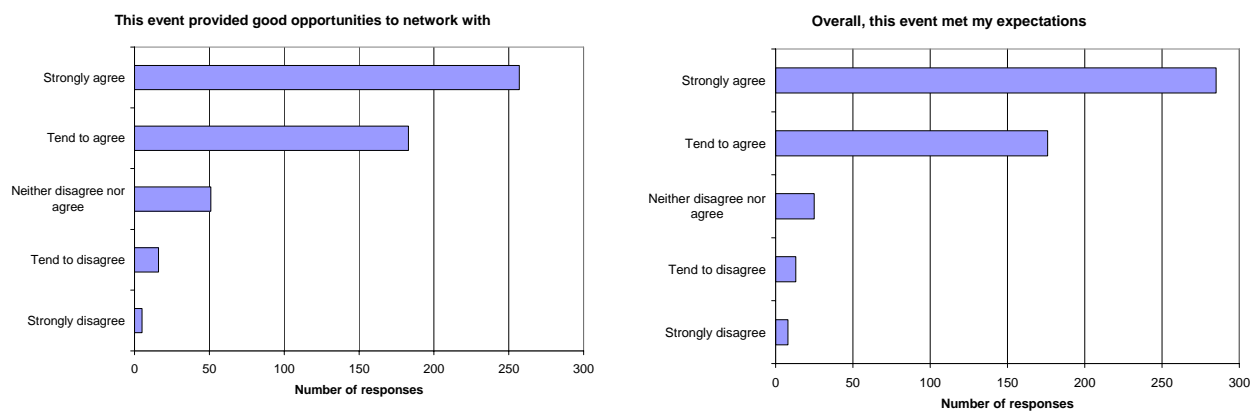
Regarding the networking aspect of the night school events, it is worth noting that the questionnaires might not have captured the full perspective of respondents since a separate session for networking was scheduled after each workshop, when the evaluation questionnaire had already been filled out.

**Finding 5:** The clarity and relevance of the workshop objectives, and their overall contributions to learning and networking opportunities were all highly praised by survey respondents.

As shown in Exhibits 2.5 below, other issues related to event delivery were also rated very positively. The clarity and relevance of workshop objectives to the IUCN programme and individual learning needs, and the extent to which LO contributed to networking opportunities and participant learning all generated highly positive feedback. Correspondingly, it comes as no surprise to find that overall, LO tended to meet participant expectations (see Exhibit below).

**Exhibit 2.5** Participants views on other issues related to event delivery (day school)





**Finding 6:** Although learning opportunities were all rated positively, several events seem to have been particularly appreciated by participants in the day school and the night school.

In order to find out which events tended to demonstrate higher levels of appreciation, the variable dealing with the extent to which participant expectations were met was used as a proxy for the overall quality of the sessions as experienced by the participants. Results suggest that four day school events did better, scoring higher than 4.75 out of 5, with 5 being the maximum satisfaction level:

**Event #169** - Conflict resolution through theatrical methodology

**Event #660** - Ethics-Based Assessment: Helping individuals and organizations assess their commitment and action toward sustainability, and identify opportunities for strategic change

**Event #1028** - Strategic planning for species conservation: a new framework to promote integration of partners and components

**Event #2005** - Community Mapping and Participatory Video: Primer course on Interactive Methods and Data Analysis in Biocultural Diversity, Ethnoecology and Community-based Conservation

We took the initiative to further investigate which aspects were more relevant to participants' satisfaction. To do so, we used data from all the events and used statistical tools to determine which aspects of the workshops were predominantly linked to the participant evaluation. Linear regressions reveal that overall participant satisfaction tends to be positively correlated with two issues in particular:

- The extent to which learning objectives were relevant to the IUCN Programme; and
- The extent to which training sessions contributed to individual learning.

More precisely, our analysis shows that an increase in the level of agreement with the proposition that "learning objectives are relevant to the IUCN programme" tends to be associated with higher levels of

participant satisfaction by up to half a unit of satisfaction. However, the most important consideration associated with highly positive responses centered on the extent to which learning opportunities contributed to individual learning. For every incremental increase in the value attributed to a workshop's contribution to individual learning (on a scale of 1 to 5), overall satisfaction levels increase by a full unit of satisfaction<sup>2</sup>. More detailed numerical results can be found in Appendix IV.

For future Learning Opportunities, our analysis indicates that these two dimensions should be strongly emphasized as they are the more essential to meeting participants' expectations. While contributions to individual learning offers a rather intuitive account of overall participant satisfaction, the relationship between relevance to IUCN's programme and perceived levels of satisfaction is less clear. However, if one assumes that the IUCN programme is closely tied to the major conservation and sustainable development challenges that participants - and indeed society at large - face, then the linkages between overall levels of satisfaction and the priorities expressed in IUCN's programming priorities would likely have probable cause.

The results for the night school events show that three workshops did better, scoring higher than or equal to 4 out of 5, with 5 being the maximum level of satisfaction. These events were:

**Event #2017** - Improve your personal and professional communication skills

**Event #2020** - How to develop successful business partnerships

**Event #2022** - Identifying business tools for ecosystem assessment

Although the night school events did have slightly less positive results than day school, some events got high scores and the respondents acknowledged the commendable effort to organize these events. For the future, more clarifications on the objectives of the night school events might help to meet participant expectations.

### 2.3 Aggregated Comments of Open-Ended Questions

The following section highlights the three most often cited comments for each of the six open-ended questions stated in the learning opportunities questionnaires. For a complete list of all the aggregated comments, please see Appendix III.

#### Question 2.9 - In your opinion, what three words best describe this learning opportunity? (day school)

WORD	NUMBER OF PARTICIPANTS WHO MENTIONED IT	COMMENTS ASSOCIATED WITH THIS WORD
Good	106	Good, Very good, Well done, Positive, Pleasant, High quality, Nice, Great, Friendly, Efficient, Effective,

<sup>2</sup> For example, satisfaction level went to "tend to agree" to "strongly agree".

## Evaluation of the Learning Opportunities

---

WORD	NUMBER OF PARTICIPANTS WHO MENTIONED IT	COMMENTS ASSOCIATED WITH THIS WORD
		Excellent, Wonderful, The best, Perfect, Enthusiastic bunch, Best part of conference for me
Useful	99	Useful, It was a very useful learning opportunity for the newer methods of communicating with younger people, Very useful, Beneficial
Interaction	90	Interactive, Interaction, Collaboration, Team work, Networking, Good opportunity to interact, Encounter, Dialogue process, Agreement, Exchange, Communication, Wonderful opportunity for dialogue

2.10 The major strength of this event was (day school):

WORD	NUMBER OF PARTICIPANTS WHO MENTIONED IT	COMMENTS ASSOCIATED WITH THIS RESPONSE
The facilitation	95	The facilitators; Good facilitation; The facilitator were really good motivated and enthusiastic about delivering the result and communicating with participants; Professional facilitators; Trainers very clear and easy to follow; The style and modalities of the presenter; The speaker knew the subject - strongly recommended; The software and the instructors; The knowledge to teach adults; the knowledge of the instructor; The instructors were very clear and helpful; The instructor - she made the subject matter interesting and kept the participants involved; Strong knowledge from the trainers; Speakers - Very good; Quality of the trainers; Meeting with experts; Johannah's - very didactic and enthusiastic way of getting her message across; Entertaining and articulate facilitator; Everything was explained very clearly and instructors were very approachable; Excellent and very committed teachers; Caroline (the instructor) was well-informed and extremely accessible; Diversity of presentations; Experienced; accommodative facilitation; Experienced resource persons; Experience of presenters.
The interaction	68	Interactivity; Interactive; Interaction; Diverse group; Interactivity with others from various disciplines and changing the way about change; Interactions within participants; Listening about other regions' issues; Contact with an area that was completely strange to me; Working groups; Putting people together with very different origins and backgrounds; Group debating and brainstorming; Framing positions and interest and practice applying to problem in small groups; Allowing the participants to create a social networking page during the session; Small group interaction/practice; Sharing experiences and try to find solutions all together - everyone's input and background; Sharing experiences; Exchange the skills in this subject; Discussion groups; Dialogue; Communication; Discussion.
The methodology used	49	Methodology; Methodology was engaging; Implementation; Good overview of method and practical application; Logical process; Interest-based problem and conflict solving; Strong baseline knowledge development; Showing the existing resources to search for information on invasive species and managing techniques; Concept of modeling emphasized role of tool in process; Good atmosphere; Bring play ideas and some easy methods about sustainability and system change; Exercise to get familiar with deciding indicator; Exercise/tutorials very good; Working through examples; training session - examples and its discussions afterwards; The exercises; The case studies; Real examples; Examples cases; Basic strategies and real-life examples were shared; Using the existing information to generate useful maps without any cost; Use of real world case study; Straightforward.



2.11 The one improvement I would make to this event is (day school):

WORD	NUMBER OF PARTICIPANTS WHO MENTIONED IT	COMMENTS ASSOCIATED WITH THIS RESPONSE
Allow for more time	89	More time; Longer; Whole day; Timing of the session...too short; Time could be a bit more; Should be longer, group discussions would have been really interesting; Perhaps allow more time; Longer for more studies case; Give it more time for some details; Extend time; More time to all the activity; It would have been nice to be able to have some more time on this but given the time frame available it was very well organized and presented; Some more time describing each tool in plenary.
Allow for more interaction	37	More interactions - more background for each case; More interactive; Better group interaction (group dynamics - hire consultants specialized in group dynamics) - better materials to work with; More time for discussions; More time for questions and discussions; Q&A session after each presentation; More discussion of participants regarding how the do on might use these tools in their own work; To provide more discussion - more time; More time for discussion; Increase time for discussing problems we face in our countries and get feedback; More people involved; More opportunity for discussion in key issues; Present our projects and try to get advice from the organizers or participants; More opportunity to interact with other participants vs. staying in same group; Facilitate communication; Less presentation; more interaction; need for integrated approaches; Maybe to have the whole group focus on an issue and see role-playing facilitation; Less focus on organizational change; Most of us are trying to effect external stakeholders - also needed more activity (less talk), Final discussion.
Changes to the presentation of the content	34	Divide the 2 sessions in 2 different rooms; it was hard to concentrate; more time for it; To be organized and more focused; Make more case studies; It needs to include case studies and field experiences; Insert active case study/do own calculation; Focus more on environmental experience/case studies; Case studies with more data; More focus on case studies; More in-depth analysis of one image/person idea of what other image databases are there in the world; Go through an exam of a RAP from start to finish to provide a context; Participatory evaluation framework; There should have been a couple of PSs to work; To try to have the simulation can have more info; This was 2 workshops in one-I can see how the topics could have been merged; but since they were separate they could have been kept that way as 2 totally separate workshops-space issues; One exercise without reference; More explanation of end-user applications; More feedback on working group tasks; More structured approach to explore the various on-line tools; Data management; Systems thinking; Analysis of the examples prepared by the participants; Analysis of challenges and perspectives; ways to resolve; Make it community

# Evaluation of the Learning Opportunities

---

WORD	NUMBER OF PARTICIPANTS WHO MENTIONED IT	COMMENTS ASSOCIATED WITH THIS RESPONSE
		friendly; Share methodological resources clearly; Don't threaten people with fine for non-attendance; In breakout experts flow needs discussions; make sure groups understand basic life history of migration of fish before asking them what flows they need!; Provide a model answer to the exercise; To take into account level and different background of participants; To emphasize more in the relation between satellite images and managing risk and ecosystems.

**2.12 How will you use the skills you acquired in this training session? (day school)**

WORD	NUMBER OF PARTICIPANTS WHO MENTIONED IT	COMMENTS ASSOCIATED WITH THIS RESPONSE
For professional applications	107	<p>In my work; In job; In my organization; In my daily work; To improve my job; Can use parts or sections in implementing conservation action; Use the tool in my work; Used the learnt techniques; Working in determination of protected zones; To unite the conservation; To increase evaluations for my work; Shorten evaluation form; To create my own maps for my work; To better plan participatory approaches in my work; On my fieldwork engaging stakeholders; In the better understanding of the work of technicians in this field; In my work; by restudying my market plans + my products according to tourist needs; I will use new software in my conservation work or Protected Areas; I will see if I can use the model ( aspects in it) to promote the work of my organization; I will read more about it and try to use it at my work for protected areas; I will be making plan to do some change in my work; Help invasive work back home; Environmental awareness; To prevent fire forests; Applying the tools to my work and showing it to others; I will use the tool to asses my NGO and share the tool whit our partners NGO; Try to get the knowledge generated from these NGOs to my case of study; Resources for field work; I would use it for applying it in the preliminary assessment of new sites of interest for conservation where there is lack of information at the base line; Apply to seed bank work; Apply to development of conservation action plan for me species I am working with; To engage more effectively with stakeholders; To advice to food processing companies on sustainability of food production system - assessing grant applications in the area for UK government; For internal organisational programmes; To improve the access to government at work; Application (direct/indirect) to conservation of forest in small islands; In everyday work dealing with people and problems; Some helpful frameworks for organizational change; Gives me a framework and process to follow when addressing a conflict; In my job because I work with community park ranges in Ecuador - this program I think is easy for them.</p>
For projects	59	<p>In project being undertaken; In my present project; For my project work; If appropriate apply them in our projects/partnerships; Will use in the project of regional Red Listing; useful for specific project to determine biodiversity in potential mining area; Try to use satellite images for a couple of projects I am involved in; To try and set up similar schemes in my project countries (North Africa); To develop project in sacred area issues, To complete my project proposal; To assess the state of the Mangrove forests and coral reefs in my projects' areas; Through presenting ecotourism product and showing with the organization; The evaluation assessment criteria on judging if to do a partnership will be useful; To</p>

## Evaluation of the Learning Opportunities

WORD	NUMBER OF PARTICIPANTS WHO MENTIONED IT	COMMENTS ASSOCIATED WITH THIS RESPONSE
		start a project; To promote sustainable development action; New project proposals; Master's project; engage my future interests; Introduce item into agenda 21-project for France; conducting myself workshops/trainings for change; Test out on new projects; To prepare Red Lists; Increase my understanding of impacts on nature and information for project planning in Pan-Europe; To Incorporate this knowledge in already ongoing forest cover mapping; Get involved in the access initiative; Field project; In structuring metrics to include in conservation investment moneys; In project development; Improve future projects; Definite incorporate video and mapping skills into present project; Define strategies; Apply for planned offset project; Animate a debate of innovative conservation funding; Writing new proposal; and managing projects in DCS; Project planning/design; communicate to my colleagues & partners; future research; self-learning.
For training	35	For courses and training; It will help me to develop an online course; I will use it in my work and also partner with CI to provide this training in our partner jurisdictions; When advising NGOs and projects - on trainings; Facilitation of groups; Work to develop a capacity building module for our students; Will integrate into my teaching; Use in teaching at postgraduate level in the environmental careers; Trying to apply methodology and resources to my own course designing; To design environmental education courses for trainee teachers; Looking at how to improve intra-organizational learning between my colleagues; Education and communication; I will use the development process described in the course in the development of training materials in my organization; Designing workshops.

### 2.13 What new ideas has this event given you about ways to better structure or run learning activities? (day school)

WORD	NUMBER OF PARTICIPANTS WHO MENTIONED IT	COMMENTS ASSOCIATED WITH THIS RESPONSE
New methods	33	New methods; Structured process with tips/clues on how to do it; More structure; introduced some simple unit on how to start structure the process; How to better plan and structure stakeholder consultation and conflict-solving processes; Best structure of the problems/solutions; Focusing on process; Rating problems; To be better organized and methodical about behaviours that input conservation; New alternatives for resolution of conflicts; System thinking; Learning techniques; How to better define and refine drivers; Simply ideas when the aim is to transfer complex concepts or processes; Landscape approach; Necessity to focus on taxonomy area; Have a good articulation between speakers, Give out slides on a stick.
Benefits of	27	Lots of interaction is good; Involve interactive parts in lectures; Interactive exercise with challenge set

## Evaluation of the Learning Opportunities

WORD	NUMBER OF PARTICIPANTS WHO MENTIONED IT	COMMENTS ASSOCIATED WITH THIS RESPONSE
interaction		for participants (discussion of an objective) is very valuable; Make dynamic activities; Role play; Pyramid to decide priorities; Include participatory activities; Apply motivators; Do learning activities active and participatory rather than just frontal presentation; To make such events extremely interactive; Make audience participate; Collaboration - using the education of the media message to reach the wild audience; Groups dynamics; Could promote this way of assessing issues in my charity; adding these concepts of drivers; 4 scenarios give more sources of information on ecosystem scenarios; dynamic in participative decision making processes; Inclusion of collaborative elements; More group activities; Facilitators for working groups.
Better understanding of concepts	19	Better understanding of concepts; Power tourism may have for even restoring places; About the seed storage; Importance of security combining; How to design a course of environmental education; Valuation of ecosystem services; I have better understanding about ecosystem scenarios; How to assess the earth charter; Use RAP in projects; Get a general understanding of forest carbon inventory; Genetic (DNA) can be useful to prove biodiversity of the species; Differences between output, outcome, impact and performance; About difficulties into converting organisms as fragile.

2.14 Other comments (day school):

WORD	NUMBER OF PARTICIPANTS WHO MENTIONED IT	COMMENTS ASSOCIATED WITH THIS RESPONSE
The workshop was good	67	Very good; Good; Excellent; Well done; Very well run; Well-organized practical workshop; Very enjoyable workshop; I enjoyed the learning activity; Really great event!; Session time well-managed; organized and efficient learning; I liked it a lot; Nice work, Great!; Great session; Great opportunity; Great job; Good presentation that show the tool need more improvement - that we help proper interpretation; Good overall; Good leaders; Congratulations!; Overall excellent but had just hoped for more of a spin on activities.
Thank you for the opportunity	15	Thanks!; thank you very much; I really enjoyed your workshop; Keep up the good works and good lunch in continuing it; Thanks IUCN for this opportunity; Thank you so much! - this was an excellent workshop; by far the most useful portion of the conference for me; Thank you for giving us a whole morning of your time - much appreciated; I found at least a couple of databases or online research engines and some capabilities of FishBase I was not aware of before thanks to this learning opportunity; Fantastic event!; Thanks.
Comments on the facilitation	12	Top instructors provided a lot of excellent ideas; The program was adapted to the wishes and needs of the audience - what professionalism and dynamism of the facilitator!; The facilitators really did a great job under less than ideal circumstances; It would be nice if the instructor (Gary) can give a live demonstration of how to use the Terralook; Mike's presentation was clear and comprehensive; Competent instructor; Gary & Mike truly made this painless! - a daunting tool made much less complex through a very organized approach; Facilitator let discussion flow well.

### 3. Looking Forward

This section provides an overview of the results of the needs assessment included in the day school questionnaires.

#### 3.1 Learning Environments

**Exhibit 3.1 Learning environments (ranked in order of preference) (day school)**

Learning methods preferred by participants	LESS EFFECTIVE	SOMEWHAT EFFECTIVE	MOST EFFECTIVE	NO RESPONSE DO NOT KNOW
1.5 Through hands-on experience	3 (0.6%)	43 (8.2%)	<b>422 (80.2%)</b>	58 (11%)
1.6 Professional training seminar or workshop	5 (1.0%)	88 (16.7%)	<b>367 (69.8%)</b>	66 (12.5%)
1.2 Course work or classroom sitting	25 (4.8%)	213 (40.5%)	<b>222 (42.2%)</b>	66 (12.5%)
1.4 Browsing online resources	74 (14.1%)	<b>306 (58.2%)</b>	80 (15.2%)	66 (12.5%)
1.1 At home with a good book	86 (16.3%)	<b>292 (55.5%)</b>	78 (14.8%)	70 (13.3%)
1.3 Via an online or long distance learning programme	131 (24.9%)	<b>261 (49.6%)</b>	59 (11.2%)	75 (14.3%)

#### 3.2 Learning Preferences

**Exhibit 3.2 Learning preferences (ranked in order of preference) (day school)**

Learning approaches preferred by participants	LESS EFFECTIVE	SOMEWHAT EFFECTIVE	MOST EFFECTIVE	NO RESPONSE DO NOT KNOW
2.5 Interactive small group discussions	8 (1.5%)	129 (24.5%)	<b>325 (61.8%)</b>	64 (12.2%)
2.4 One-on-one mentoring/coaching	22 (4.2%)	118 (22.4%)	<b>304 (57.8%)</b>	82 (15.6%)
2.7 Practical exercises in a group setting	15 (2.9%)	159 (30.2%)	<b>219 (55.3%)</b>	61 (11.6%)
2.3 Conversations	13 (2.5%)	184 (35.0%)	<b>261 (49.6%)</b>	68 (12.9%)
2.2 Debating	15 (2.9%)	195 (37.1%)	<b>244 (46.4%)</b>	72 (13.7%)
2.1 Listening to presentations	70 (13.3%)	<b>304 (57.8%)</b>	86 (16.4%)	66 (12.5%)
2.6 Practical exercises on my own	68 (12.9%)	<b>216 (41.1%)</b>	161 (30.6%)	81 (15.4%)

## 3.3 Learning Support

In this section, participants were asked to identify 1 or 2 skills building courses that would help them in their work. Their responses vary greatly and the table below shows the 3 most popular. To consult the complete results, please refer to Appendix 5.

Exhibit 3.3 Suggested skills building courses (day school)

COURSE CATEGORIES	NUMBER OF PARTICIPANTS WHO MENTIONED IT	SPECIFIC RESPONSES ASSOCIATED TO THIS CATEGORY
Technical	62	World Medicinal Herb Production Voluntary carbon mitigation schemes Visualization in environmental change Various conservation methodologies and changes measurement Tending/Structure of Natural Plant Nurseries Subject related to agriculture Technical Skills System analysis Sustainable management for local community Sustainable fisheries management Spirit and nature Species identification Solidarity Issues Short cause on CIS Scientific Literacy Remote Sensing for Landscape Conservation (there was no possibility to attend) PVA Ecotourism Proposal development Policy development in water management Pedagogy for ESD Parks Communities and business Non monetary value of nature Native Restoration More systematic botany Monitoring endangered species Merging conservation and business Medicinal Plant Farming Local people capacity-building in managing and control of invasive species Learning about fisheries management IUCN red list Invasive species How to work with local governments to develop conservation programs How to disseminate research result for maximum impact How to avoid by-catch Green planning of cities/villages Green construction FLR Ethno ecology methods Environment statistic Ecosystem management Development of protected areas management plans Design of forestry projects oriented to carbon mitigation Cultural domain analysis- learning opportunity Cultural biodiversity Cost/benefit analysis in water management Conservation Climate change Carbon inventory techniques.

# Evaluation of the Learning Opportunities

COURSE CATEGORIES	NUMBER OF PARTICIPANTS WHO MENTIONED IT	SPECIFIC RESPONSES ASSOCIATED TO THIS CATEGORY
Communication	56	<p>Communication</p> <p>Professional communications</p> <p>Preparing communication materials</p> <p>Learning and sharing exercises</p> <p>New communication tools</p> <p>Improve personal and professional communication skills</p> <p>How to communicate research in a manner to engage people not involved in conservation</p> <p>Communication and collaboration</p> <p>Cross sector communications</p> <p>Change and communication management</p> <p>Communicating biodiversity to the general public and politics</p> <p>Communicating scientific research to the general public</p> <p>Writing Skills</p> <p>Fast reading and writing</p> <p>Business Writing</p> <p>Visual sessions</p> <p>Usefulness of Networks</p> <p>Trust building</p> <p>Message translation</p> <p>Improve the translation into other languages: French or Spanish</p> <p>Policy-practice communication</p> <p>Debating with politicians and land developers on nature conservation</p> <p>Debating Skills</p> <p>Information diffusion.</p>
Tools	31	<p>Use of Software to Evaluate Threat Levels</p> <p>Use of Geographical Tools to Assess Conservation</p> <p>Use of specific software for course creation (virtual campuses)</p> <p>Visioning methods</p> <p>Systems in practice</p> <p>Satellite imaging</p> <p>Programming languages (R, mat lab, etc.)</p> <p>Podcasting</p> <p>More online resources for resource mapping</p> <p>CD mapping program</p> <p>Modeling</p> <p>Qualitative methods about cultural diversity</p> <p>Mapping methods</p> <p>Informatical mapping techniques of NASA</p> <p>Media use</p> <p>Impact assessment</p> <p>Governance interaction tools</p> <p>Games</p> <p>Dealing with data collection problems</p> <p>Data management</p> <p>Contribute of tool for land management to the conservation</p> <p>Community Mailing and Participatory Video</p> <p>Case studies on natural resource management in developing countries</p> <p>Case studies</p> <p>Cartography.</p>

## Evaluation of the Learning Opportunities

Next, participants were asked if they would be willing to pay for a similar event, and if so, how much. Their responses are shown below.

**Exhibit 3.4 Willingness to pay for a similar event (day school)**

	Yes	No	No RESPONSE
3.2 Would you be willing to pay to attend a learning event similar to the one you just attended?	<b>284</b> <b>(54.0%)</b>	145 (27.6%)	97 (18.4%)

**Exhibit 3.5 Amount of money participants would be willing to pay (day school)**

CATEGORIES*	NUMBER OF PARTICIPANTS
Less than \$25	21
Between \$25 - \$50	53
Between \$51 - \$100	26
Between \$101 - \$250	29
Between \$251 - \$500	12
More than \$500	7
Do not know	9
Other	13
No answer	357
<b>TOTAL</b>	<b>527</b>

\*Amounts can be dollars or Euros

The needs assessment also asked them if their organization provided them with learning opportunities. Their responses are shown in the tables below.

**Exhibit 3.6 Professional development opportunities (day school)**

	Yes	No	No RESPONSE
3.3 Does your organization provide you with professional development opportunities?	<b>401</b> <b>(76.2%)</b>	20 (3.8%)	105 (20.0%)

**Exhibit 3.7 Who pays for professional development opportunities? (day school)**

CATEGORIES	NUMBER OF PARTICIPANTS
Organization	121
Myself	96
Sponsors	75
Organization & myself	32
University	18
Depends	30
No answer	155

# Evaluation of the Learning Opportunities

---

TOTAL	527
-------	-----

Finally, respondents were asked how much time they spend in learning opportunities yearly and if they would be interested in hearing more about the IUCN learning center. Their responses are shown below.

**Exhibit 3.8 Time spent in learning opportunities (day school)**

CATEGORIES	NUMBER OF PARTICIPANTS
40 hrs or less	117
Between 41 - 80 hrs	122
Between 81 - 120 hrs	37
Between 1 - 2 months	48
More than 2 months	11
Full-time student	13
Varies	6
No time	6
Other	10
No answer	157
<b>TOTAL</b>	<b>527</b>

**Exhibit 3.9 IUCN Learning Center (day school)**

	YES	NO	NO RESPONSE
3.6 Would you be interested in hearing more about an IUCN learning center?	<b>305 (58.0%)</b>	129 (24.5%)	92 (17.5)



## Appendix I Event questionnaire

### **WORLD CONSERVATION CONGRESS EVALUATION - LEARNING OPPORTUNITY ASSESSMENT**

Your assessment of the Learning Opportunity (LO) you attended is important to help us learn more about delivering effective capacity building in the IUCN. Please take a few minutes to respond to the questions below and return the completed assessment **to the LO organizer**.

This survey contains two distinct sections. Part 1 focuses on the overall effectiveness of the learning opportunity you just attended. As for Part 2, we would like to know more about how we could better support your long term learning goals.

Thank you for your feedback

#### Part 1: Learning Opportunity Assessment

Please identify the Learning Opportunity you attended (name & reference number):

#### **1. Event Organization**

Please indicate the extent to which you agree with the following statements:

	Strongly disagree	Tend to disagree	Neither disagree nor agree	Tend to agree	Strongly agree	Do not know
1.1 The event was well organised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Event facilities were appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Pre-session information was adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Learning materials were useful (e.g. workbook)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **2. Event Delivery**

# Evaluation of the Learning Opportunities

Please indicate the extent to which you agree with the following statements about the LO:

Strongly disagree	Tend to disagree	Neither disagree nor agree	Tend to agree	Strongly agree	Do not know
-------------------	------------------	----------------------------	---------------	----------------	-------------

2.1 Learning objectives were clear

2.2 Learning objectives were relevant to the IUCN Programme

2.3 The instructor/facilitator was effective

2.4 Sufficient time was provided for interaction

2.5 Issues discussed were relevant to my work

2.6 This training session contributed to my learning

2.7 This event provided a good opportunity to network with others

2.8 Overall, this event met my expectations

2.9 In your opinion, what three words best describe this learning opportunity? \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

2.10 The major strength of this event was: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

2.11 The one improvement I would make to this event is: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

2.12 How will you use the skills you acquired in this training session? \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

2.13 What new ideas has this event given you about ways to better structure or run learning activities? \_\_\_\_\_

---

---

2.14 Comments: \_\_\_\_\_

---

---

Part 2: Future Learning Opportunities: Needs Assessment

IUCN is interested in strengthening its capacity building functions. Please take a few minutes to let us know how we may best serve your needs in the future.

### 1. Learning Environments

Please rank the following learning methods by indicating the effective ways for you to learn

	Least effective	Somewhat Effective	Most Effective
1.1 At home with a good book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Course work or classroom setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Via an online or long distance learning programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Browsing online resources (world-wide-web)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Through hands-on experience (e.g. fieldwork)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Professional training seminar or workshop (e.g. short course)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2. Learning Preferences

Please rank the following learning preferences by indicating the approaches that are most effective for you.

	Least effective	Somewhat Effective	Most Effective
2.1 Listening to presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Debating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 One-on-one mentoring/coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Interactive small group discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rank the following learning preferences by indicating the approaches that are most effective for you.

Least effective	Somewhat Effective	Most Effective
-----------------	--------------------	----------------

2.6 Practical exercises on my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Practical exercises in a group setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Other: _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. Learning Support

3.1 If you could pick two other skills building courses (on our schedule or not) that would help you in your work, what would they be?

(i) \_\_\_\_\_  
(ii) \_\_\_\_\_

3.2 Would you be willing to pay to attend a learning event similar to the one you just attended?

Yes       No

Please specify how much of a fee you think it would be worth to you. \_\_\_\_\_  
\_\_\_\_\_

3.3 Does your organization provide you with professional development opportunities?

Yes       No

3.4 Approximately how much time do you spend each year in formal learning opportunities (courses, workshops)? Please qualify in terms of hours, days or weeks. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.5 Who pays for your professional development? Do you (or your organization) usually assume training related costs or do you depend on sponsors (external funding sources) to access professional development opportunities?

\_\_\_\_\_  
\_\_\_\_\_

3.6 Would you be interested in hearing more about an IUCN learning center?

Yes       No

#### 4. Demographic information

4.1  Male       Female

4.2 Are you a member of IUCN?       Yes       No

4.3 Please identify the category that best describes your professional affiliation:

- |  |                                       |  |
|--|---------------------------------------|--|
| <input type="checkbox"/> Government agency | <input type="checkbox"/> National NGO | <input type="checkbox"/> International NGO |
| <input type="checkbox"/> State             | <input type="checkbox"/> Donor        | <input type="checkbox"/> Private Sector    |
| <input type="checkbox"/> Academia          | <input type="checkbox"/> IUCN         | <input type="checkbox"/> Youth             |
| <input type="checkbox"/> Indigenous group  | <input type="checkbox"/> Other        |  |
- 
- 

4.4 Please identify the Region in which you principally work (select only one):

- |  |                                  |                                 |  |
|--|----------------------------------|---------------------------------|--|
| <input type="checkbox"/> Africa                        | <input type="checkbox"/> Asia    | <input type="checkbox"/> Europe | <input type="checkbox"/> North America |
| <input type="checkbox"/> Latin America & the Caribbean | <input type="checkbox"/> Oceania |                                 |  |

*Thank you for your cooperation*

## Appendix II Detailed Data on Each Event

See excel sheets provided.

Appendix III Learning Opportunities Questionnaires: Qualitative comments to open questions (Day school)

Question 2.9 - In your opinion, what three words best describe this learning opportunity

WORDS	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
Good	106	Good, Very good, Well done, Positive, Pleasant, High quality, Nice, Great, Friendly, Efficient, Effective, Excellent, Wonderful, The best, Perfect, Enthusiastic bunch, Best part of conference for me
Useful	99	Useful, It was a very useful learning opportunity for the newer methods of communicating with younger people, Very useful, Beneficial
Interaction	90	Interactive, Interaction, Collaboration, Team work, Networking, Good opportunity to interact, Encounter, Dialogue process, Agreement, Exchange, Communication, Wonderful opportunity for dialogue
Informative	58	Informative, Good information supply, information
Practical	48	Practical
Interesting	48	Interesting, Most interesting learning
Innovative	47	Innovative, Innovating thinking, Resourceful, Progressive, Fresh perspective, Forward-looking, Creative, Change to acquire new ideas
Thoughtful	42	Thoughtful, Revealing, Reflection, Prospective, Insightful, Deep, Inspiring, Very inspiring, Stimulating, Worthwhile, Valuable, Very rewarding experience
Organized	34	Organized, Well organized, Well-timed, Well-prepared, Punctual, Systematic, Prepared, Precision, Good way to find out about the organizers (their organization)
Clarity	32	Clarity, Clear, Paradigm-shifting, Eye-opening, Clarity goals effect indicators
Entertaining	22	Fun, Entertaining
Important	21	Important, Relevant
Participating	21	Participating, Hands-on, Great group participation
Learning	24	Learning, Educational, Constructive, Academic, Good learning experience, Instructive
Improvements	24	Unfinished, Superficial, Reductionist, Rare useful, Rare opportunity to work with specialists, Poor in hands-on activities to apply what we learned during presentations, Too much time on presentations, Too much lecturing, The group should have been smaller, Slow in practice, Repetitive (in respect to PDF guidelines), Opportunity, Off the mark (not quite right or this

# Evaluation of the Learning Opportunities

WORDS	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
		audience), Opportunity, Frustratingly data-free, Confronting real difficulties, Chaotic, Crowded, It has to be more emphasized on conservation issues with practical case studies, Limited interaction, Methodology transfer weak, Not applicable to conservation, Not enough focusing, Not performing, But less structured in the last part of session
Facilitation	16	Facilitation, Dynamism of the facilitator, Good presenter, Extroverted, Well-presented, Well-conducted, Well-facilitated, Experts, Top experts, Research, Expert's opinion
Concise	15	Concise, Compact, Basic, Simple, Easy
Tools	18	Tools, Advertise potential tool, Virtual tools for learning, Visual, Video, User-friendly software, Good combination of tools were presented, Website presentation, Web resources, Technology, Combination of new and old technologies to help our work, Multimedia, Surveys, Surveying
Dynamic	14	Dynamic, Energetic, Active, Agile
Knowledge	13	Knowledge, Knowledgeable, Improve participants knowledge
Engagement	11	Engagement, Engaging
Focused	11	Focused, Well-oriented, Straightforward,
Necessary	11	Necessary, Needs, Essential, Hopeful, Strongly-needed
New	10	New, New concepts to be applied, New knowledge, New subject, New thinking dimension
Introductory	10	Introductory, Overview, A starting point
Helpful	9	Helpful
Opportune	9	Opportune, Timely
Experience	8	Experience
Short	8	Short, Too short
Structured	8	Structured, Well-structured, Logical
Applicable	8	Applicable
Discussion	7	Discussion, Good discussions, Discussion-based
Appropriate	7	Appropriate
Projection	7	Future, Futuristic thinking and learning, Strategic, Strategies, Strategy
Methodical	6	Methodology, Methods, Complexity, Complicated, Not too easy!
Enriching	6	Enriching, Overwhelming, Enlightening, Meaningful
Comprehensive	6	Comprehensive
Professional	6	Professional, Professionalism
General	6	General, Generalist, Global
Technical	6	Technical

## Evaluation of the Learning Opportunities

WORDS	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
Sharing	6	Sharing, Share, Sharing experiences, Share knowledge
Challenging	6	Challenging
Capacity	6	Capacity, Building capacity of taxonomy network
Specific	6	Specific, Detailed
Lack of time	5	Lack of time, Timeless, Need more time
Cheap	5	Cheap, Low-cost
Too much information	5	Lots of info, Dense, Huge amount of information
Accessible	5	Accesible, Asequible
Motivating	4	Motivating
Updated	4	Up-to-date, Actual
Others	81	Varied, User-friendly , Atmosphere, Assessment , Area specific context, And now what, Amoeba, Ambient, Agroecology, Adaptation, 1 day workshop, Transversalidad, Tour operator experience, Theatre, Terralook, Taxonomy, Sustainability, Suggestions, Strong word for it, Respect for everybody's background and interests, Red, RAP, Quick, Room to develop our tourism potential, Pyramid, Perspective, Personal, Over-subscribed, Output, Outcome, Natural resource management, Movement, Management, Listen, List, Light, LFA Tropical ecosystem, Lectures, Intimate setting, Informal, Ideas to apply, How to become a change agent and lead others to more sustainability, Had no expectations really, Geographical information, Example-based, Everyone must attend, Equalising, Environment, Empowerment, Emotions, Effort, Discovery, Directing, Direct, Defensive, Decision-making, Data collection Conservation, Consequent, Compelling, Case-based, Broad spectrum, Broad, Brainstorming, Biodiversity, Stakeholder
No answer	493	No answer
<b>TOTAL</b>	<b>1578</b>	

# Evaluation of the Learning Opportunities

## Question 2.10 - The major strength of this event was:

STRENGTH	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
Facilitation	95	The facilitators, Good facilitation, The facilitator were really good motivated and enthusiastic about delivering the result and communicating with participants, Professional facilitators, Trainers very clear and easy to follow, The style and modalities of the presenter, The speaker knew the subject - strongly recommended, The software and the instructors, The knowledge to teach adults, the knowledge of the instructor, The instructors were very clear and helpful, The instructor - she made the subject matter interesting and kept the participants involved, Strong knowledge from the trainers, Speakers - Very good, Quality of the trainers, Meeting with experts, Johannah's - very didactic and enthusiastic way of getting her message across, Entertaining and articulate facilitator, Everything was explained very clearly and instructors were very approachable, Excellent and very committed teachers, Caroline (the instructor) was well-informed and extremely accessible, Diversity of presentations, Experienced, accommodative facilitation, Experienced resource persons, Experience of presenters
Interaction	68	Interactivity, Interactive, Interaction, Diverse group, Interactivity with others from various disciplines and changing the way about change, Interactions within participants, Listening about other regions' issues, Contact with an area that was completely strange to me, Working groups, Putting people together with very different origins and backgrounds, Group debating and brainstorming, Framing positions and interest and practice applying to problem in small groups, Allowing the participants to create a social networking page during the session, Small group interaction/practice, Sharing experiences and try to find solutions all together - everyone's input and background, Sharing experiences, Exchange the skills in this subject, Discussion groups, Dialogue, Communication, Discussion.
Methodology	49	Methodology, Methodology was engaging, Implementation, Good overview of method and practical application, Logical process, Interest-based problem and conflict solving, Strong baseline knowledge development, Showing the existing resources to search for information on invasive species and managing techniques, Concept of modeling emphasized role of tool in process, Good atmosphere, Bring play ideas and some easy methods about sustainability and system change, Exercise to get familiar with deciding indicator, Exercise/tutorials very good, Working through examples, training session - examples and its discussions afterwards, The exercises, The case studies, Real examples, Examples cases, Basic strategies and real-life examples were shared, Using the existing information to generate useful maps without any cost, Use of real world case study, Straightforward.
Practical	35	Practical, Very practical, Practicality, Good balance between input and activity output, Practical exercises, Practical examples, Practical experience from experts, Practical demonstration, Practical applications and case studies, Focused on practical tool with pertinent theoretical underpinnings, Concept and practice - good

# Evaluation of the Learning Opportunities

STRENGTH	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
		group of participants, explanation of theory and illustration of practice-though question how much tools are "of practice", Focused on practical cases.
Information	34	Knowledge, Powerful contents, Power to the people, The interesting it was for the attendance, Interesting subject, Its content and the process, Interesting issue addressed, We learnt new skills of organizational assessment in a short time, Negotiation at the higher level, Provide info on all the relevant sources of information which is very helpful to future work, Information provided by the instructors, Information on the biodiversity survey network-exchange of experience of participants, Info on technologies, High level of information, Gentle introduction to the technology, Different perspectives presented, As an introduction to the subject works very well, Content, High technical subject, Combination of information and testing the info on real cases proposed by the participants.
Tools	30	Tips and tricks for low-cost opportunities to use satellite images for monitoring impacts and natural resource management planning - especially focused on NGOs, students and IUCN constituency, Web based demonstration, Show that using satellites images can be easy, Demonstration of potential of tool, Applied tools, A tool resource that can be used, Know new tools and the best way to use them, Power point presentation, Provide methods and tools for my own work, Good tool to collect relevant info for a place and public participation, Documents and tools, There was a lot of tools to practice with and the facilitators were well-prepared, Uses of images, The software, The material available (software) hand out a computer by participants, variety of presentation options with similar outcomes but from low tech to very high tech (decision theatre), It's a very useful tool with free images, Great visual communication, Using remote sensing technology - easy understanding, Comparing different tools and assessing their effectiveness.
Participation	24	Participation, The participants, Participation of local communities, Participant's input essential to output, Active participation, good range of participants to get broad range of overview-did well to link different groups, diversity of participants.
Useful	17	Useful, Useful source of information, Very good ideas, consistent ethics, The awareness to the topic that it brings - it provides a bit of clarification to the subject, It presented a very useful conceptual framework in a way that was very clear and provided opportunities to apply it; it focused specifically on an aspect of natural resource governance/management that is often not adequately recognized, Useful for our community work, Relevant to my work, Relevance to practical conservation in biodiversity issue lie what's out there, This was really helpful for workers in developing countries, Share something useful, free and unknown.
Innovation	15	Creativity, The discovery of ways to use open access software in an efficient manner, New ideas, New tools to

# Evaluation of the Learning Opportunities

STRENGTH	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
		achieve targets, New information, New aspects for conservationist, Learnt new things, Innovator, Having the chance to learn about an innovative and creative approach to reaching the public with environmental education, Knowing about this initiative.
Organized	15	Organization, Well organized, Professionalism of the organizing team, The step by step process discussed, the organizers did a great job facilitating the event - there was a good mix of learning and interaction, Opportunity.
Clarity	15	Clearly presented, Clear, Quality and clarity combined, Clear transition of knowledge, Clear objectives and good presentation, working in small groups, Clarified concepts, Availability for auditory, Eye-opener, Precision.
Structured	14	Structured, Well-structured, break up of basic short lecture style, case studies, and break out groups to brainstorm, It was achieved to structure a rather complex issue so that it appears clearer to me, Good concept in theory, Simplicity, Simple process accessible to all levels, indigenous and academic, Simple and well delivered, Focus on key relevant issues, The event was well focussed and informative, Vision oriented.
Learning	8	Learning, Good learning opportunity, Learning the resistance of change and how to deal with it, Learning the framework for addressing behaviour change, Learning new tools, Learning from people with developed and world experience, a tool that will be useful in both settings.
Projection	7	Using in practice in future, Using in my work in future, Give a wide overview, Leaving opportunities, Systematization of the needs to work better on the biodiversity conservation issue, Web site to future development.
Dynamic	6	Dynamic, Dynamism, Action, Dynamic interactions with personnel and participants.
Motivation	5	Motivation of facilitators and participants, Motivated lecturer, More time and fun, Well-prepared and stimulating, Enthusiastic approach to ecotourism from a market point of view.
No answer	89	No answer
<b>TOTAL</b>	<b>526</b>	

**Question 2.11 - The one improvement I would make to this event is:**

SUGGESTED IMPROVEMENT	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
More time	89	More time, Longer, Whole day, Timing of the session...too short, Time could be a bit more, Should be longer, group discussions would have been really interesting, Perhaps allow more time, Longer for more studies case, Give it more time for some details, Extend time, More time to all the activity, It would have been nice to be able to have some more time on this but given the time frame available it was very well organized and presented, Some more time describing each tool in plenary.
More interaction	37	More interactions - more background for each case, More interactive, Better group interaction (group dynamics - hire consultants specialized in group dynamics) - better materials to work with, More time for discussions, More time for questions and discussions, Q&A session after each presentation, More discussion of participants regarding how they do on might use these tools in their own work, To provide more discussion - more time, More time for discussion, Increase time for discussing problems we face in our countries and get feedback, More people involved, More opportunity for discussion in key issues, Present our projects and try to get advice from the organizers or participants, More opportunity to interact with other participants vs staying in same group, Facilitate communication, Less presentation, more interaction, need for integrated approaches, Maybe to have the whole group focus on an issue and see role-playing facilitation, Less focus on organizational change, Most of us are trying to effect external stakeholders - also needed more activity (less talk), Final discussion.
Changes to the presentation of content	34	Divide the 2 sessions in 2 different rooms, it was hard to concentrate, more time for it, To be organized and more focused, Make more case studies, It needs to include case studies and field experiences, Insert active case study/do own calculation, Focus more on environmental experience/case studies, Case studies with more data, More focus on case studies, More in-depth analysis of one image/person idea of what other image databases are there in the world, Go through an exam of a RAP from start to finish to provide a context, Participatory evaluation framework, There should have been a couple of PSs to work, To try to have the simulation can have more info, This was 2 workshops in one-I can see how the topics could have been merged, but since they were separate they could have been kept that way as 2 totally separate workshops-space issues, One exercise without reference, More explanation of end-user applications, More feedback on working group tasks, More structured approach to explore the various on-line tools, Data management, Systems thinking, Analysis of the examples prepared by the participants, Analysis of challenges and perspectives, ways to resolve, Make it community friendly, Share methodological resources clearly, Don't threaten people with fine for non-attendance, In breakout experts flow needs discussions, make sure groups understand basic life history of migration of fish before

# Evaluation of the Learning Opportunities

SUGGESTED IMPROVEMENT	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
		asking them what flows they need!, Provide a model answer to the exercise, To take into account level and different background of participants, To emphasize more in the relation between satellite images and managing risk and ecosystems.
Additional materials	30	Materials, Didactic material, Handouts - so you don't need to note down the PowerPoint slides, Print material, Availability of the documents before the event, Send work materials before-ask for a practical work before to see how we manage on our own, Provide more support documents before the events, Provide a CD of the software to everyone who did not bring laptops, Availability of learning material to participants, Introductory graphics about the issue in the "whole picture", More references, Provide links to research references, More images, Usage satellite images, More data on example sheets, more distribution data and more concrete information on species, Could have had a few more learning materials, Have the software available on one platform for all students (provide the computers), Paper example on a disk, Looking for toolkit that could help to be more efficient, To provide data for the regional assessment as well (same as for the global assessments). Present less material, Enough learning material for practice.
Better Accommodation	23	The accommodation, Seating arrangement, Bigger room, The room illumination, Room was very small, More space in the number of participants, Better distribution of furniture, Bigger venue - it was too crowded and hard to hear and discuss, Scattering the group tables so that the seating arrangement would be better organized, Better room with computers, More back-up computers and GPS units - we had only 5 registered participants and ~20 in total participants, so we had too little equipment!, Having computers, Promote adequate equipment for larger number of participants, Internet access for all computers, Have Wi-Fi access for computers, Better internet connection, Bad internet connection in the building, Free online capacity for all involved, More advertisement.
More information	22	Even more information, A bit more info on training before the event (how it will be run the agenda), Introduce the possibility of working on actual calculations (exercises) to apply the knowledge acquired, Introduce the organization, speak a bit more in general (for introduction), The ecology part indicated in the title was missing, Relevance to conservation and development, It was described inaccurately - I am an advanced negotiator and found it useful, Describe market identification in detail, Break out into a conceptual part, Better understanding of the work of GIS, remote sensing team in my company, better explanations of group activities, More theory about training materials, Useful for the future contribution with RAP program, Studying new things, flow controlling during years seasons, Different approach for assessment, Please update your understanding of capacity building, capacity development and higher education, Health and safety, ecotourism potential presentations could have had more grassroots, community relevance, Objectives for last exercise not great - could have been organized differently to get

# Evaluation of the Learning Opportunities

SUGGESTED IMPROVEMENT	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
		better results (explain what use of questionnaire so people don't get off track in analysis), Have new concept about ecotourism product and the needs of market, Hands-on right from start, Link Learning opportunities to a workshop sequenced before to cover background and theory.
Better time management	20	Time management, Time limitations would be overcome, Time of the session, Start when is supposed to start - we ran out of time, Some more time with more hands-on exercise, Work schedule, More quickly get to actual use of tool rather than preamble, Talk a bit less about the soil aspect since not many people will use it, Spend some time for a group work in calculating the biomass and volume carbon, Some people talked too much - Better moderation would be needed, Shorter introduction, earlier start of software use within the session slot, shorten the early problem tree identification (component) sessions, Improve time to discuss measurement of change vs indicators, The practice was too slow, no time to learn different applications or tools, To drop the Power Point introduction, too much time was dedicated to this plus not enough on learning the tools, Straight away for mayor issues.
More practical	15	More practical, Still more interactive exercises with better guidance, More practical hands-on (e.g. for storage) more preparation for thinking about how to use in poor communities, More exercises, Theory part shorter, Maybe a little more hands on and a little less on the transport although I totally agree on the concept, More content and participative group work, Little too much on lecturing, got the point quickly, Less of a slick recharged training more related to the desired outcomes of participants the field of conservation too much focus on corp org change, Be more applicable to developing world. Would be interesting to run it by experts working in developing countries.
More specific	14	Build a simple model first to explain and add to during session, rather than building from scratch, Promote better and have clearer title "how to do" as "intro to" title implies that that presenters are sharing their scenario rather than teaching how to do, More precision, More focused subject, More focus on data analysis, More concrete context to our global actions, More clarification on SWOT exercise (ex.who/what is meant by civil society), Condense certain early sessions, More background info, A bit shorter/more condensed, More specific, taking into consideration examples from participants and elaborate on them in the class -- link the issues to what IUCN could do about them.
Different size groups	12	Class too big, Smaller groups, Less people so we could go further in the learning objectives and faster, Less people as there was not enough time to really delve into the more technical and less obvious aspects of the software, Less participants, To allow less people to participate - this time it was too crowded for this kind of practical seminar.  Reduce number of presentations and length of them, Wide spectrum of backgrounds of attending people - raise

# Evaluation of the Learning Opportunities

SUGGESTED IMPROVEMENT	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
		challenges, More similar groups. Would have been nice to have the rest of the Athisson Team as workshop holders as well, that couldn't join because of accreditation issues, Keep group together over lunch.
Work with examples	9	Working through an example, Take one example from participants & work it through to the end, Take examples from participant's work and use them in the class, Have more technical examples presented, Example from Africa where issues are different, we have small farmers who use water vs commercial ones, Bring some more quantitative facts to help scenario credibility, More objective examples, Some more applied examples, provide a specific example of a RAP survey-aims, logistics, results, applicable of results.
Access to beverage and food	7	Very few provision of beverage and food at the start of and middle of session-coffees and pastries, and enough, before and during event, Tea and coffee available, also large water bottles and glasses instead of plastic small bottles, Provision of snacks and coffee break, Have food at coffee break, Coffee first thing in the morning, biscuits at tea time.
Access to simultaneous translation	2	Simultaneous translation is necessary.
Nothing to change	18	Ok, None improvement to make, Seemed good enough already, Maintain the program, Learning a new tool, It was really good, For me it was really perfectly organised workshop, Everything is ok!
No answer	194	No answer
<b>TOTAL</b>	<b>526</b>	

**Question 2.12 - How will you use the skills you acquired in this training session?**

USES	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
In professional application	107	<p>In my work, In job, In my organization, In my daily work, To improve my job, Can use parts or sections in implementing conservation action, Use the tool in my work, Used the learnt techniques, Working in determination of protected zones, To unite the conservation, To increase evaluations for my work, Shorten evaluation form, To create my own maps for my work, To better plan participatory approaches in my work, On my fieldwork engaging stakeholders, In the better understanding of the work of technicians in this field, In my work, by restudying my market plans + my products according to tourist needs, I will use new software in my conservation work or Protected Areas, I will see if I can use the model ( aspects in it) to promote the work of my organization, I will read more about it and try to use it at my work for protected areas, I will be making plan to do some change in my work, Help invasive work back home, Environmental awareness, To prevent fire forests, Applying the tools to my work and showing it to others, I will use the tool to asses my NGO and share the tool whit our partners NGO, Try to get the knowledge generated from these NGOs to my case of study, Resources for field work, I would use it for applying it in the preliminary assessment of new sites of interest for conservation where there is lack of information at the base line, Apply to seed bank work, Apply to development of conservation action plan for me species I am working with, To engage more effectively with stakeholders, To advice to food processing companies on sustainability of food production system - assessing grant applications in the area for UK government, For internal organisational programmes, To improve the access to government at work, Application (direct/indirect) to conservation of forest in small islands, In everyday work dealing with people and problems, Some helpul frameworks for organizational change, Gives me a framework and process to follow when addressing a conflict, In my job because I work with community park ranges in Ecuador - this program I think is easy for them.</p>
For projects	59	<p>In project being undertaken, In my present project, For my project work, If appropriate apply them in our projects/partnerships, Will use in the project of regional Red Listing, useful for specific project to determine biodiversity in potential mining area, Try to use satellite images for a couple of projects I am involved in, To try and set up similar schemes in my project countries (North Africa), To develop project in sacred area issues, To complete my project proposal, To assess the state of the Mangrove forests and coral reefs in my projects' areas, Through presenting ecotourism product and showing with the organization, The evaluation assessment criteria on judging if to do a partnership will be useful, To start a project, To promote sustainable development action, New project proposals, Master's project, engage my future interests, Introduce item into agenda 21-project for France, conducting myself workshops/trainings for change, Test out on new projects, To prepare Red Lists,</p>

# Evaluation of the Learning Opportunities

USES	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
		Increase my understanding of impacts on nature and information for project planning in Pan-Europe, To Incorporate this knowledge in already ongoing forest cover mapping, Get involved in the access initiative, Field project, In structuring metrics to include in conservation investment moneys, In project development, Improve future projects, Definite incorporate video and mapping skills into present project, Define strategies, Apply for planned offset project, Animate a debate of innovative conservation funding, Writing new proposal, and managing projects in DCS, Project planning/design; communicate to my colleagues & partners; future research; self-learning.
For training	35	For courses and training, It will help me to develop an online course, I will use it in my work and also partner with CI to provide this training in our partner jurisdictions, When advising NGOs and projects - on trainings, Facilitation of groups, Work to develop a capacity building module for our students, Will integrate into my teaching, Use in teaching at postgraduate level in the environmental careers, Trying to apply methodology and resources to my own course designing, To design environmental education courses for trainee teachers, Looking at how to improve intra-organizational learning between my colleagues, Education and communication, I will use the development process described in the course in the development of training materials in my organisation, Designing workshops.
In community work	34	With local community, In communities and personal use, At professional (law) and community level, By involving myself into community work,  Community involvement with protected areas, For my activity at the Katadag Natural Reserve, Crimea, Ukraine, I acquire more tools for addressing conflicts in rural communities, I'll bring it back to community in Siberia/Mongolia so we could use it on and succeed, In interactions with communities thinking about resilience to climate change, To create dynamic activities in rural communities, Potentially set up seed bank for tree nurseries in my country, To Assessment in my region, To control the Indian Myna & the wattle (Acacia mearnsii) in Zimbabwe, Try to establish community seed banks in Rupununi, Guyana, Working with communities around sacred sites to map their knowledge, To apply in my region, To use it in designing workshop in my country, To use to develop regional Red List in home country, To help communities to consider developing forest carbon projects.
For research	51	Academic research, Integrate into university curriculum, develop partnerships, confirm that local needs in my experience are global, I will use it in current research, Will apply some free listing in my next field research, To visualize the data collected from my research on biodiversity and disseminate research results, To upload information from my research online in order to be accessible to everyone and will produce maps of study, To understand different carbon reporting, To produce maps of my research area in order to show to a variety of different audiences to educate and inform, To

# Evaluation of the Learning Opportunities

USES	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
		<p>perform/analyze research, as a planning tool for rural development, To explore 2nd life, To do analysis of land cover change, To help in design of wildlife surveys, Researching changes in use of land, My own research interest, In planning future research strategy for IDRC over next 5 years (<a href="http://www.idrc.ca">www.idrc.ca</a>), In future research and development project, For researching on people's perception on a part of my PhD research, For research analysis of animal behaviour data, Experiment with the Stellar program to see how it might fit my objectives, Designing field programs, As a researcher, biodiversity researches, assessing the invasion on biodiversity and livelihood, Improving my own program evaluation, Determining experimental flow in a stream in my study area, Replicate model with local considerations at my study sites-share resource, To evaluate rivers situation, The survey design tool is excellent! Hope to build survey skill through this, Reflection on my thesis, To use it in my PhD, I am using this according to my studies, Hope to use in future role (currently scientist --&gt; interested in involvement with policy), and will use in personal relationships! Future case studies.</p>
For networking	31	<p>To take advantage of information of network produced by the organizers, To register in the network of experts, To make better use of Google Earth in future work and apply more free downloadable software, Social aspects of ecological networks/land use, Setting up a social network for WCLN southern Africa, Set up network group that looks better equipped than a yahoo group, Networking, Network online, I will use the web sources showed, I will try out Terralook at home, I will look up different kind of information on the TAI website, I will be able to utilize the large set of free images available for conservation, I am making a portal on biodiversity. I will TRY to use this technology to make photo comparisons, Hopefully preparing this way at tacking issues to my partners in the network, GIS &amp; RS Digital Mapping Skills, Consult RAP site in the web, Creating learning opportunities on this issue in Acre with our partners - networking, Better access to information, Apply the social networks tool I have learned today, Contact through websites, Build the network ad share the work with others via internet, In motion contact groups.</p>
Sharing with others	27	<p>Chat to my colleagues to invite this new method of communication, Conciliation and Communication, Bring ideas back to my Company, Brainstorming career change more in this direction, Transfer the info to students &amp; NGO, To communicate more effectively with partners; as a platform to self-learn more about this subject; to contribute more effectively to REED activities, Use the new tools and methodology related to negotiation, Improvement of many performances in negotiation, Presentations, Application and discussion in our team, Explore more fully how people perceive visualization techniques and which one is most appropriate to people and problems, Transfer to my colleagues, Share with colleagues involved more specifically with this work, Share knowledge with others partners on the subject, Share in my organization and in</p>

# Evaluation of the Learning Opportunities

USES	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
		communities; apply to assess in national organic policy development, Translating to another, Promoting the tool in my country (ex. different decision makers), Multi stakeholder communication with my organization plus specifically with traditional owners.
In planning	15	In planning, Conservation action planning, For tourism planning within protected areas system in Peru, I am planning a regional red-list review, Improve engagement with stakeholders! Improve planning and understanding of issues in engagement, In planning management resource use areas, Try to make strategic planes for bees in my country, Land use planning in Banggai islands district in Indonesia, Developing proposal.
In practice	12	Develop some programmes, Develop ecotourism in my country, Practical work, Trying to put it in my every day practice, Using some tools, Push my own practice further, By practice in adequate program, Try to use some methods especially on the procedures about solving problems, Work in risk reduction.
Not sure	22	Not sure yet, I don't know, Let's see, Not directly related to my work, The scenarios methodology and thinking is a very powerful tool; I hope I will be able to use it often, I came for curiosity and to learn, probably will not apply this knowledge to my work, The case description was too vague, Probably won't use scenarios, learned good facilitation tricks, Too basic, I now understand a little more about the applications of GE which I was not aware of!, It should have been more specifically focused on describing organisational change so that participants could have made an alt. selection more geared to their focus, as appropriate. I may need to use a different software, but I learned an easy tool to use for simple applications, Not sure I will use this method, maybe some components, The description made it seem as though it would be more applicable, I have discarded Stellar as a useful tool for me, It was a first step to understand how to work with satellite images, Learning material not available.
No answer	133	No answer
<b>TOTAL</b>	<b>526</b>	

**Question 2.13 - What new ideas has this event given to you about ways to better structure or run learning activities?**

TYPES OF IDEAS	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
New methods	33	New methods, Structured process with tips/clues on how to do it, More structure, introduced some simple unit on how to start structure the process, How to better plan and structure stakeholder consultation and conflict-solving processes, Best structure of the problems/solutions, Focussing on process, Rating problems, To be better organized and methodical about behaviours that input conservation, New alternatives for resolution of conflicts, System thinking, Learning techniques, How to better define and refine drivers, Simply ideas when the aim is to transfer complex concepts or processes, Landscape approach, Necessity to focus on taxonomy area, Have a good articulation between speakers.
Facilitation techniques	27	Lots of interaction is good, Involve interactive parts in lectures, Interactive exercise with challenge set for participants (discussion of an objective) is very valuable, Make dynamic activities, Role play, Pyramid to decide priorities, Include participatory activities, Apply motivators, Do learning activities active and participatory rather than just frontal presentation, To make such events extremely interactive, Make audience participate, Collaboration - using the education of the media message to reach the wild audience, Groups dynamics, Could promote this way of assessing issues in my charity, adding these concepts of drivers, 4 scenarios give more sources of information on ecosystem scenarios, dynamic in participative decision making processes, Inclusion of collaborative elements, More group activities, Facilitators for working groups.
Professional development	19	Better understanding of concepts, Power tourism may have for even restoring places, About the seed storage, Importance of security combining, How to design a course of environmental education, Valuation of ecosystem services, I have better understanding about ecosystem scenarios, How to assess the earth charter, Use RAP in projects, Get a general understanding of forest carbon inventory, Genetic (DNA) can be useful to prove biodiversity of the species, Differences between output, outcome, impact and performance, About difficulties into converting organisms as fragile.
Use of technology	17	Use of technology, The use of technology in increasing the information to be used for nature conservation, Comparative techniques, Practicing facilitation techniques, New techniques, Using information network and using internet, Use of online software in an interactive, real-time manner, Good use of various equipment, Use of online information and databases, To get networked, The satellites, web sites, Terralook, The computer workshops are quite tricky things - people have different pre-knowledge and computers with different speeds, How to design data-gathering surveys, Computers and the Web.
Use of	14	Other participant experiences along different context

# Evaluation of the Learning Opportunities

TYPES OF IDEAS	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
practical experiences		and geographical locations, Virtual explanation, More time for focused sharing of relevant experiences, Good use of film, practical experience and discussions, Give everyone an opportunity to have a hands-on experience, Get people experience how change look like, Based on personal experiences, Bring in practitioners to run the learning experiences, Analysis of the flow present and past, More staff.
Know the audience	14	To do regular work ahead of time & start drawing out interests, Understanding various needs or perspectives of participants, Know psychological necessities and ice breakers, Presenting realities of human competitiveness - undermining change that need to be dealt with, Importance of facilitator being open for change, Enhancing participation for optimal and quick results, Engage participants, At every moment stop and think - this is the best way to empower the person, The importance of correctly assessing the needs (also the resources needed) - the continuous process of reviewing the development process, Better target audience; precise learning application objectives, Learn to listen correctly.
Improve timing	8	Plan the timing carefully and ensure things stop/start at correct times, Leave enough time in order to address all queries so that everyone is able to learn effectively, Time frame, leadership, be clear and credible, Put program earlier on in the Congress Calendar, Keep presentations short, How to pass over a lot of info in a few time, Capacity of achieving so much in such a short time, Better coordination during the event to be able to follow, more time.
Work in small groups	8	When hands-on exercises - do it in smaller groups, Small group of 10-15 people, If the group is big it is essential to split in smaller groups for discussion, Good mix of group & one-on-one help, Balance of small groups work lecture, 2 sessions should be separated - not in one room.
Use of new tools	8	Different tools can be used to share knowledge, Ideas of new tools to develop educational materials and meeting, New and easy way of creating work tools, New tools and ways of working with a limited budget, Similar tools can be developed for gender and other themes, Tools on GPS web2.0 PGIS, XY game useful and ice-breaker,
Use of discussion groups	7	The use of discussion groups, Leave time for discussions, The work groups were good and flexible discussions, Participation of groups from diverse backgrounds, Dialogue importance in order to change ideas, Discussion of specific projects.
Do theatre	7	Theatre, Using theatre to make visual objectives, Theatre for children - with clearly messages.
Use indicators	7	Give examples of potential indicators at multiple level to compare the difference, Learning indicators that are new for me vs. donors' monitoring and evaluation procedures, Layering or sequence of indicators-systems-innovation-strategy, How to develop indicator

## Evaluation of the Learning Opportunities

TYPES OF IDEAS	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
		frameworks, Broadens my perspective regarding different types of indicators.
Use case studies	6	Use case studies and examples that participants are familiar with, Importance of a well closer case study, It can be practical cases or examples are always best, Good use of examples to work through, Loved the real life case study, easy to see how one might apply this process to own issues.
Be creative	6	Creative learning, Creativity and adaptation to each situation, Introduce songs and other creative memorizers using 3D approaches (pyramid), New ideas on how structure may work, It's good to be updated on this subject, Subject was more or less new and is very much applicable to my field of intervention.
Use of material	6	Challenge of covering a lot of material in a short time, Idea of chunking material into many short self-contained modules, Excellent handout - humour - linking theory to real examples - joint exercises that run through as a class, Provide all info and relevant references on CD for participants, Use videos.
Replication	6	Promoting similar idea in my country, Trust communities to give them control of important processes, Having workshops with NGO - technicians and rural extension workers, Develop more workshops about these important subjects, Possibility to replicate the format - No joint events run by multiple organizations, Duplication and organization of workshop.
Many	8	Many ideas, We have a lot to learn, Lots of good ideas - specifically safety and health, The whole process, which was great.
No idea	13	None, Nothing, No new ideas - but clarification on ideas colleagues had already explained (briefly) to me, I need to assimilate the new information.
No Answer	312	No Answer
<b>TOTAL</b>	<b>526</b>	

# Evaluation of the Learning Opportunities

## Question 2.14 - Comments

COMMENTS	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
Good workshop	67	Very good, Good, Excellent, Well done, Very well run, Well-organized practical workshop, Very enjoyable workshop, I enjoyed the learning activity, Really great event!, Session time well-managed, organized and efficient learning, I liked it a lot, Nice work, Great!, Great session, Great opportunity, Great job, Good presentation that show the tool need more improvement - that we help proper interpretation, Good overall, Good leaders, Congratulations!, Overall excellent but had just hoped for more of a spin on activities.
Thanks	15	Thanks! thank you very much. I really enjoyed your workshop. Keep up the good works and good lunch in continuing it, Thanks IUCN for this opportunity, Thank you so much! - this was an excellent workshop, by far the most useful portion of the conference for me, Thank you for giving us a whole morning of your time - much appreciated, I found at least a couple of databases or online research engines and some capabilities of FishBase I was not aware of before thanks to this learning opportunity, Fantastic event! thanks.
Facilitation	12	<p>Top instructors provided a lot of excellent ideas, The program was adapted to the wishes and needs of the audience - what professionalism and dynamism of the facilitator!, The facilitators really did a great job under less than ideal circumstances, It would be nice if the instructor (Gary) can give a live demonstration of how to use the Terralook. Mike's presentation was clear and comprehensive, Competent instructor, Gary &amp; Mike truly made this painless! - a daunting tool made much less complex through a very organized approach, Facilitator let discussion flow well.</p> <p>Questions we asked to everybody and those who can, contribute to an answer, Facilitators should explain entire red list process - who can do it?, how? Online? Who to contact?</p>
Useful	11	<p>Very useful - practical tools, This was a very useful course which should be known to the rest of the partnership -- especially on available on-line resources, This type of short courses can be extremely helpful(turning point) if they match your current challenges (and trainers are good!), The opportunity has benefited me - I learned about the Earth charter and its process, Participatory and useful session providing the tools and techniques, Very interesting, Very valuable for confirming existing views and trends and placing these in a global context, We need to transfer this knowledge quicker to areas that urgently need it.</p> <p>New thought to reorganize project but may not be applicable for a new case.</p>
More Time	10	Time was too short to get full hands-on overview for application-still need to read the book, This session need more time for better sharing experiences, There are many details we struggle win on the ground that did

## Evaluation of the Learning Opportunities

COMMENTS	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
		not have an avenue for discussion, The subject need more time to master - but with the material given it can be completed, Overall a good process - needed more time, No time to answer so many questions - I have to run to another activity, Need to be more time and flexibility, Could have been more timely!, Two more hours, at least.
Logistics	10	<p>Perfect atmosphere.</p> <p>Difficulties to understand the English language, More instruction on use of terms in other languages, I would like to interact with the group and volunteer for teaching in Spanish,</p> <p>Would have worked better as a workshop, The attending was very difficult - it is not good to be pre-registered before, Inscription problems, I did not get the message to come 10 minutes early and even so your space should not be given away and if this is the plan it should be clearly stated this will happen, Classroom should be oriented in a different way so that everybody can read the screen, Because the participants were in various stages of skills, It was difficult for advanced uses to gain a lot out of the exercise. Also, it would have been very useful if computers had been provided. Half the time the instructors were trying to solve machine problems.</p>
Material	6	It would be great to have the material, IUCN should also have information on Google Earth, just like WWF, It was great as a brief intro - I am glad there are the book and the DVD as well as backups for PV info! I just wish it was done in 2 rooms, Will have to read the supplementary supporting material to see the use of this workshop, Hopefully follow up is available though internet network, I would have appreciated some basic handouts or printouts of presentations.
More information	5	More details are needed to better use the information acquired, Rather big dam, western us focused, this is when there's lots of data and it is justifiable, but it would be good to address the range of scenarios as part of the introduction - include need for dilution of chemical pollutants, maintenance of nutrient processing, I would like deeper information, We need specific technical cards, Lack o concrete information.
Others	13	<p>This should be run again, More workshops like these, Please keep on doing this kind of course and expand them if possible, to include more details, More of these type of learning opportunities are necessary in the future.</p> <p>The idea may be to do a case study in a developed country?, Still have doubts about the tool that I did not resolve in this session - but that's ok, Someone once said that "conflict is the opportunity for positive change" and I think it's true, The problems of mimic of stakeholder workshops are that role plays do not get to the roots of the problem and the particular agenda, Local institutions in each respective country</p>

# Evaluation of the Learning Opportunities

---

COMMENTS	NUMBER OF PEOPLE WHO MENTIONED IT	ILLUSTRATIVE RELATED WORDS
		<p>affected by invasive species need capacity-building in managing invasive species, I was little surprised to find that "Extinction Debt" where population is relatively constant, but there has been significant habitat loss, is not considered in determining Red List status of species, An advanced session that include the simulation and practice/skill building for more experienced negotiators would be useful.</p> <p>Event was not at all what I was expecting from pre-program literature which may make my evaluation a little unfair. It was targeted towards an audience that was not me, Difficult theme to treat with a big group in general terms - boring.</p>
No answer	377	No answer
<b>TOTAL</b>	<b>526</b>	

## Appendix IV Linear Regression Results

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2,151	,700		-3,074	,005
	The event was well organized	-,109	,191	-,083	-,573	,571
	Event facilities were appropriate	-,130	,128	-,155	-1,021	,317
	Pre-session information was adequate	-,062	,130	-,066	-,475	,639
	Learning materials were useful	-,069	,103	-,093	-,673	,507
	Learning objectives were clear	,035	,157	,032	,223	,825
	Learning objectives were relevant to IUCN programme	,531	,269	,362	1,970	,060
	The instructor/facilitator was effective	,020	,150	,019	,135	,894
	Sufficient time was provided for interaction	,053	,082	,080	,648	,523
	Issues discussed were relevant to my work	,175	,195	,153	,897	,379
	This training session contributed to my learning	,982	,283	,639	3,469	,002
	This event provided good opportunities to network with others	-,008	,089	-,008	-,090	,929

a. Dependent Variable: expectations

## Appendix V Suggested skills building courses (day school)

COURSE CATEGORIES	NUMBER OF PARTICIPANTS WHO MENTIONED IT	SPECIFIC RESPONSES ASSOCIATED TO THIS CATEGORY
Technical	62	World Medicinal Herb Production Voluntary carbon mitigation schemes Visualization in environmental change Various conservation methodologies and changes measurement Tending/Structure of Natural Plant Nurseries Subject related to agriculture Technical Skills System analysis Sustainable management for local community Sustainable fisheries management Spirit and nature Species identification Solidarity Issues Short cause on CIS Scientific Literacy Remote Sensing for Landscape Conservation (there was no possibility to attend) PVA Ecotourism Proposal development Policy development in water management Pedagogy for ESD Parks Communities and business Non monetary value of nature Native Restoration More systematic botany Monitoring endangered species Merging conservation and business Medicinal Plant Farming Local people capacity-building in managing and control of invasive species Learning about fisheries management IUCN red list Invasive species How to work with local governments to develop conservation programs How to disseminate research result for maximum impact How to avoid by-catch Green planning of cities/villages Green construction FLR Ethno ecology methods Environment statistic Ecosystem management Development of protected areas management plans Design of forestry projects oriented to carbon mitigation Cultural domain analysis- learning opportunity Cultural biodiversity Cost/benefit analysis in water management Conservation Climate change Carbon inventory techniques.

# Evaluation of the Learning Opportunities

COURSE CATEGORIES	NUMBER OF PARTICIPANTS WHO MENTIONED IT	SPECIFIC RESPONSES ASSOCIATED TO THIS CATEGORY
Communication	56	<p>Communication</p> <p>Professional communications</p> <p>Preparing communication materials</p> <p>Learning and sharing exercises</p> <p>New communication tools</p> <p>Improve personal and professional communication skills</p> <p>How to communicate research in a manner to engage people not involved in conservation</p> <p>Communication and collaboration</p> <p>Cross sector communications</p> <p>Change and communication management</p> <p>Communicating biodiversity to the general public and politics</p> <p>Communicating scientific research to the general public</p> <p>Writing Skills</p> <p>Fast reading and writing</p> <p>Business Writing</p> <p>Visual sessions</p> <p>Usefulness of Networks</p> <p>Trust building</p> <p>Message translation</p> <p>Improve the translation into other languages: French or Spanish</p> <p>Policy-practice communication</p> <p>Debating with politicians and land developers on nature conservation</p> <p>Debating Skills</p> <p>Information diffusion.</p>
Tools	31	<p>Use of Software to Evaluate Threat Levels</p> <p>Use of Geographical Tools to Assess Conservation</p> <p>Use of specific software for course creation (virtual campuses)</p> <p>Visioning methods</p> <p>Systems in practice</p> <p>Satellite imaging</p> <p>Programming languages (R, mat lab, etc.)</p> <p>Podcasting</p> <p>More online resources for resource mapping</p> <p>CD mapping program</p> <p>Modeling</p> <p>Qualitative methods about cultural diversity</p> <p>Mapping methods</p> <p>Informatical mapping techniques of NASA</p> <p>Media use</p> <p>Impact assessment</p> <p>Governance interaction tools</p> <p>Games</p> <p>Dealing with data collection problems</p> <p>Data management</p> <p>Contribute of tool for land management to the conservation</p> <p>Community Mailing and Participatory Video</p> <p>Case studies on natural resource management in developing countries</p> <p>Case studies</p> <p>Cartography.</p>

# Evaluation of the Learning Opportunities

COURSE CATEGORIES	NUMBER OF PARTICIPANTS WHO MENTIONED IT	SPECIFIC RESPONSES ASSOCIATED TO THIS CATEGORY
Management	30	Management Managing ecotourism projects Improve management techniques Making people participate Change management How to develop "theory of change" Tips to a sustainable business Effectiveness of NGO's Actions Strategic planning Landscape visualization Project Management and Coordination Planning Maximum results and speed In-depth organizing teams Decision making abilities Curriculum Development Community Forest Management Advocacy.
Evaluation	28	Risk Assessment Red listing assessment Rapid Assessment Monitoring and evaluation Monitoring and assessment Mathematical modeling High Conservation Value Forest Assessment HCVF Assessment Project evaluation Field assessment Evaluation of conservation programs Field assessments Biodiversity assessment tools Indicators Biodiversity indicators Performance metrics Metrics to measure development Measuring indicators Develop indicators for SD and ESD Census methods.
Procurement	24	Fund raising Stakeholders agreement Stakeholder engagement Related to Conservation Finance NGO's promoting methods NGO's financing opportunities Investment/financing vehicles for all aspects of development Funding proposals Financial Management/Accounting Financial funding tools About funding for biodiversity or conservation projects.

# Evaluation of the Learning Opportunities

COURSE CATEGORIES	NUMBER OF PARTICIPANTS WHO MENTIONED IT	SPECIFIC RESPONSES ASSOCIATED TO THIS CATEGORY
Training skills	22	Training Facilitation Skills Small groups workshop on training course Presentations One-to-one experience Learning how to present things (theory, design...) Leading workshops Group vision (active listening, roles, common objectives) Interactive activities Exponential learning E-learning Education Design of interactive material (for training and promotion) Cross-cultural facilitation Awareness and education.
Network	14	Social network Social media outreach (ex new media) Resource Mobilization Mentoring Linking local knowledge with policy development Interacting with government officials -how to convince them to interact and have mutual understanding with indigenous people Capacity building for local network (on marine and coastal issue) Business related Business basics in a fast global environment Actual educational tour I want to come to know and take the people to Bangladesh Exchange visits.
Conflict Resolution	12	Conflict resolution Conflict management Stakeholders dialogue and conflict management Resolving conflicts in setting up a nature reserve.
Economics	12	Economics Assessing the economic value of natural capital Economic evaluation of ecosystem services Politics and economy Project budgeting Understanding economics of environmental change Basics of ecological economics.
Negotiation	12	Negotiation Negotiation skills How to become a multilateral negotiator Effective presence at negotiating meetings.
Participation	11	Participation Participatory mapping Motivating techniques for participation Participatory video Abilities to promote participation Civil society participation Personal improvement Improve personal and professional skills.

## Evaluation of the Learning Opportunities

---

COURSE CATEGORIES	NUMBER OF PARTICIPANTS WHO MENTIONED IT	SPECIFIC RESPONSES ASSOCIATED TO THIS CATEGORY
Marketing	9	Marketing Marketing course Marketing for social change Branding and marketing Advertisement.
GIS	8	GIS Open-source GIS GIS on protected areas Basic GIS skills and applications.
Others	6	Social Impact Skills Night school Knowledge Improving governance Field work if possible Field Experience.
No answer	1245	No answer
<b>TOTAL</b>	<b>1580</b>	