



Evaluation report

2016 Youth in Landscapes Initiative

Uniting young
innovators facilitating
solutions to wicked
landscape challenges

16–17 November 2016
Marrakesh, Morocco



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Executive summary

On November 16th, the 2016 Global Landscapes Forum was held in Marrakech, Morocco, alongside UNFCCC COP22. As in previous years, the Youth in Landscapes Initiative (YIL) was organized as part of Global Landscapes Forum (GLF), with different components implemented before and during the forum. This report presents the main findings of the 2016 Youth in Landscapes Initiative. It serves to give insight into how the program components contributed to the objectives of YIL and provide recommendations for the subsequent years.

Through a demanding selection procedure, in which more than 600 people applied, a group of eight young professionals and students were selected as Youth Facilitators. These youth facilitators would assist in facilitating GLF Sessions and contribute to the facilitation of the youth session. These eight facilitators, two of whom were from the Middle East and North Africa region, contributed to a **strong, geographically diverse youth presence at 2016 GLF**.

They went through a process of skill-building by partaking in a pre-GLF webinar series, as well as a pre-GLF workshop. Given their input on how YIL led to the development of their skills and knowledge, we can conclude that the program was successful in promoting and advancing their **capacities to meaningfully participate in the 2016 GLF**.

The 2016 **webinar series**, designed to give build key soft skills and landscapes knowledge, was described as interesting and informative by youth delegates and particularly important in building knowledge in GLF themes and helping participants foster change in their own communities.

The **pre-GLF workshop** focused on building the facilitation skills of youth delegates so they were fully prepared to undertake their role during the GLF as youth facilitators. Participants found the workshop helpful but requested more time to truly consolidate the new skillsets they were gaining.

While the amount of feedback was very limited from session heads, they all rated the **contribution of youth facilitators to the session** as either “good” or “very good”. However, better communication between youth facilitators and the session heads is needed to ensure expectations are aligned and there is a common understanding of the youth’s role.

Four of the youth facilitators also played a leading role in the **Youth Session** which was developed using a virtual collaborative design process open to all 150 YIL alumni around the globe. Together they defined the youth session theme as *“Disconnection to Interconnection: The role of youth in shifting perceptions and presenting solutions to rural-urban migration”*. The session itself was carried out as a facilitated intergenerational dialogue, where the theme of migration was explored through a series of personal youth stories. The latter

“ Being a Youth Facilitator at the YIL program was a learning experience for me, it opened me up to new ways of thinking. My trainers have inspired me to be a good facilitator. They taught me new skills ... which encouraged me to be more determined and collaborative leader.

Youth delegate from Morocco

part of the session designed as break-out discussion groups, in which participants worked together to understand the underlying challenges and brainstorm possible solutions.

The Youth Session was a necessary platform for discussion, with inspiring stories from youth. However, it needs to be designed more explicitly to generate solutions, and to move past discussing the causes of challenges, even if the discussions that occurred were stimulating. This year's session suffered from delays in related to timing issues with previous sessions. This issue was compounded by the Youth Session being scheduled right before the closing plenary, which meant poorer attendance than what was expected.

One month before GLF, an **interactive map** was published on *landscapes.org* that visually presented the stories of YIL alumni, and their impact across landscapes. This visual storytelling tool explicitly demonstrates the impact of youth and the landscape approach around the world. Both the Youth Session and the Alumni Stories map succeeded in **increasing recognition about how youth are driving innovative ideas, projects and campaigns through showcasing their stories.**

Youth delegates were also paired with senior delegates attending the conference and encouraged to network and attend a session together as part of the **YIL mentoring programme**. Both the youth session and the mentoring programme **fostered intergenerational understanding and new partnerships between youth delegates and senior delegates.** However, given the short amount of time available to the YIL Organizing Committee, not all of the matched mentoring pairs were able to meet at GLF.

In the future, for these program components to better succeed there needs to be a stronger focus on creating a youth-friendly environment at the conference - encouraging senior professionals and decision-makers to engage with young professionals, hearing from young professionals on panels and in the plenary sessions. This is not only to ensure the transference of knowledge, which can then be leveraged over time to solve seemingly intractable problems, but it also serves as motivation for youth by showing them that the community value their contributions.

The development and implementation of the 2016 YIL program was undertaken by a group of twenty young professionals contributing much of their spare time as volunteers. Unlike in previous years, a conscious effort was made to decentralise management and decision making processes, using online tools such as Slack and Facebook groups to democratise program design and ease collaboration. The organising team's democratic governance also lends evidence to the idea that achievements can be made when not following the traditional governance structure for program design, but by being more inclusive and openly fostering creativity and innovation.

“ I am sure that this experience will stay with me long and will help me grow both on a personal and professional level — both through the amazing people I met there and the amount of knowledge and skills I gained.

Youth delegate from Egypt

In general, a **lack of available time** for the 2016 YIL Organizing Committee to plan and implement their program was the biggest challenge. Overall, there needs to be an improvement in the communication with the GLF Organizing Committee and the YIL.

The aforementioned issues also affected the **evaluation process**. The lack of time following the Youth Session obstructed interviews with session participants that would allow the monitoring and evaluation team to understand the faults, strengths, and areas of improvement for the Youth Session. The ethnographic observations, focus groups and individual interviews on the other hand, provided to be effective tools for evaluating several of the program's components.

Involving youth in finding solutions for complex landscapes problems is essential, both because they have the potential to meaningfully contribute - as demonstrated by the YIL program - and because they constitute the generations that will be most affected by these issues.

GLF announced its vision to reach one billion people. For this to be done in a meaningful way, it needs to include young people. The findings of this evaluation suggest that future years of GLF should focus on better resourcing and integrating YIL, with more support from and better communication with the GLF organizing committee.



Introduction

The Youth in Landscapes Initiative (YIL) is a youth-led initiative that unites and empowers youth (aged 18-35 years) from diverse backgrounds around the world to have a voice, and affect positive change in their landscapes and livelihoods.

Representing over 20,000 young people working and studying in agriculture, forestry and agroecology, over the past four years the Initiative has enabled young professionals to meaningfully participate in the Global Landscapes Forum (GLF), showcasing their crucial role in landscapes now and into the future.

On November 16th, the 2016 Global Landscapes Forum was held in Marrakech, Morocco, alongside UNFCCC COP22. As in previous years, a Youth in Landscapes program was organized as part of GLF, with different components implemented before and during the forum.

Through a demanding selection procedure, a group of young professionals and students were selected as Youth Facilitators to lead the Youth Session and assist in facilitating other forum sessions. These participants went through a process of skill-building, with four webinars and a pre-GLF workshop.

Due to the scope of GLF itself, available time and budget, this year's program was substantially smaller as compared to last year in Paris (2015), with only 8 youth facilitators instead of 50 youth innovators and a 1 day pre-GLF workshop as compared to a 4 day training.

YIL is a program driven by youth for youth, with a geographically diverse team of young people who volunteer their time to make the program happen. As in previous years, most of the team members were program alumni, and the majority of the organizing process was conducted virtually. This year's organization also differed from previous years in that a horizontal and inclusive approach was used, involving a larger group of alumni.

This report presents the main findings of the YIL program, based on an analysis of qualitative and quantitative data gathered through a combination of different evaluation methods, including surveys, focus groups, interviews and ethnographic observation. It serves to give insight into how the program components contributed to the objectives of YIL and provide recommendations for the subsequent years.

Youth in Landscapes 2016

The need for involving youth

The most pressing global challenges of today are intergenerational: climate change, environmental degradation, and social unrest. Discussions about these topics need to meaningfully engage people under 30 years old, who also make up over half of the world's population.

There are many barriers to young people's effective participation in such discussions and decision making processes. Financial constraints stop them from attending important meetings. Poor internet connectivity means rural voices are underrepresented. Those who do participate often don't have the skills and confidence to do so effectively.

In 2015, the World Economic Forum showed that the most important skills in a 2020 workforce include complex problem solving skills, creativity, people management, coordinating with others, judgement, decision making, negotiation, critical thinking and active listening skills. Universities are struggling to prepare young people for this future; indeed there are active calls for the development of youth engagement programs outside formal education. Informal, experiential, and collaborative learning processes, such as those that take place at conferences, are important for fostering youth participation and leadership particularly when participants are given the time and space to practice skills with their peers and mentors in a safe environment.

Today's youth are ready and willing to get their voices heard by actively engaging in environmentally and economically sustainable projects, providing new and fresh ideas to forge solutions to the planet's greatest climate and development challenges.

It is in this context that the Youth in Landscapes Program was initiated, to empower young people, and to give them the the necessary tools to let their voice be heard, thereby empowering them to make important and necessary contributions in finding solutions for these global challenges.

Youth in landscapes

The Youth in Landscapes Initiative is a partnership between Young Professionals for Agricultural Development (YPARD), the International Forestry Students' Association (IFSA), and the Global Agroecology Alliance (GAEA).

Representing over 20,000 young people working and studying in agriculture, forestry and agroecology, the Initiative fosters a strong multidisciplinary, geographically diverse youth contribution as well as genuine intergenerational collaboration at the Global Landscapes Forum. For the past four years it has built intergenerational capacity of hundreds of GLF delegates, through skill building, networking, mentoring and leadership development.

It is a network of dynamic, entrepreneurially and socially-engaged young leaders, aged between 18 – 35, from across the world, organized into national and regional chapters, all committed to working together to make a positive impact on their landscapes.

Since 2013, when the Initiative was founded at the first Global Landscapes Forum, it has grown into a global network for change.

Image: Alumni Stories map, showcasing the impact YIL participants are having on their landscapes



YIL's **main activities** are:

- providing **scholarships** for young people to attend the Global Landscapes Forum (GLF)
- help those youth delegates develop the skills and confidence to meaningfully participate in GLF through **pre-conference webinars and workshops** focusing on skills such as contributing to a discussion, networking, understanding landscapes, and thinking critically. They take this knowledge and skills back to their home countries to **turbocharge their local projects**.
- Run **a youth session** at GLF which brings key issues that affect not only youth, but the societies that we live in - from rural-urban migration to education and training - to the table.
- Spearhead **new and exciting conference formats**, from Dragon's Dens to skills master-classes, to interactive flipped-classroom workshops. These are now not only a key part of the GLF, but are being replicated and implemented at similar events all over the world.
- Plug **youth into leadership positions** throughout the conference – as facilitators, rapporteurs, MCs, keynote speakers.
- Help senior delegates support young people, by pairing them up as **conference mentors**.

Table 1 shows a timeline of Youth in landscapes since the first edition in Warsaw

Table 1 Youth in Landscapes Initiatives over the years

	2013 GLF Warsaw	2013 Forests Asia	2014 GLF	2015 GLF	2016 GLF
Before Conference	None	Online discussions	Webinars Online discussions Youth Masterclasses (1 day)	Challenges posted online 4 Webinars Landscapes Leaders Workshop (4 days)	4 Webinars Youth Facilitators training workshop (1 day)
During Conference	Youth Session Youth closing plenary speaker	Youth Session Youth closing plenary speaker	Youth Session (discussion and dragons den) Youth in discussion forums Pilot mentoring program	Youth Session (dragons den) Youth in conference sessions Mentoring program Youth Closing plenary speaker	Youth Session (discussion) Youth Facilitators for GLF sessions Mentoring Program Youth closing plenary speaker
After Conference				Lessons learned and Reflection workshop Mentoring Program	Debrief Activities Post-Program Focus Group Post Program Survey

As the Youth in Landscapes Initiative is a program driven by youth for youth, a geographically diverse team of young people, many of whom are program alumni, drives the aforementioned activities. The team is normally responsible for tasks including but not limited to: workshop and webinar design and delivery, marketing, evaluation, mentoring program coordination, fundraising, partnership development etc. Being on the organising team is a coveted role and is a capacity development activity in itself, with many youth team members going on to secure job opportunities as a result of their involvement.

2016 YIL program description

The objectives of the 2016 Youth in Landscapes program were:

- Support a strong multidisciplinary, geographically diverse youth presence at 2016 GLF, especially from Northern Africa and the Middle-East
- Increase recognition about how youth are driving innovative ideas/projects/campaigns through showcasing their stories
- Foster intergenerational understanding and new partnerships between youth delegates and senior delegates at the 2016 GLF in Marrakesh
- Build capacity of young people to meaningfully participate in the 2016 GLF
- Strengthen youth capacities for organizing Youth-session event



Before, during, and after the event, the youth component of the forum consisted of the following activities:

Before	During
Webinars	Youth Session
Facilitation Training Workshop	Youth Facilitators in Sessions
Showcasing Alumni Stories	Mentoring
Co-designing the Youth Session	

Similarly to previous years, the youth activities organizing committee chose to go above the definition of participation as youth simply attending or observing a meeting, but rather as youth playing an active and substantive role during the conference. However, the smaller scope of GLF, when compared to the 2015 edition, in addition to a tighter timeline and a smaller budget, meant that a different approach had to be used for YIL 2016. The program didn't simply approach the design in a manner that copied or built on the outcomes from the 2015 YIL in Paris. Instead, the program, its design process and implementation, was remodeled. This is a key distinguishing factor when comparing this year's outcomes to previous years. Key differences in the design model are the co-design process, the tools used to foster transparent communication, and the active participation of young people during GLF (as facilitators). These elements, unique to this year, are the focus of the evaluation that follows.

YIL focused on Youth Facilitators, who assisted in facilitating GLF sessions. To further support this focus, the pre-conference activities revolved around the design of a Youth session, and providing these facilitators with the necessary facilitating skills and an understanding of landscape issues.

From a large number of applicants, after a thorough selection procedure, 3 men and 5 women aged 18-28 from 8 nationalities (Egyptian, Israeli/English, Mexican, Moroccan, Dutch, Peruvian and the American) were selected as Youth Facilitators.

Organizing Committee

YIL's permanent structure is made up of the steering committee with representatives from the three founding partner organizations IFSA, YPARD, and GAEA. The steering committee sets the overall goals and direction of YIL and its activities. Two coordinators liaise with GLF and with the steering committee, and coordinate all components of organization.

This year's organization process of YIL was designed by the coordinators to be more horizontal and inclusive, with a focus on bringing greater inputs from YIL alumni, in addition to the core organizing committee. A concept note was created by the steering committee with defined goals and key program components.

All YIL alumni - more than 150 people - were contacted to offer support and participate in the design process of the Youth Session. Additionally, alumni were also invited to join task oriented groups, and self-define their level of commitment to each one. A team agreement drafted by the alumni themselves was created to guide team expectations.

Focal points were chosen to lead the organizing process of each program component, coordinating the efforts of team members and reporting to the coordinators.

34 people, more than 20% of the whole Youth in Landscapes alumni group, participated in this process. While levels of participation and commitment in terms of dedicated time and effort varied widely between members of the team, **20 of them** were involved on a semi-permanent basis during the 11 weeks leading to GLF, during the forum itself and afterwards in the debriefing and evaluation process.

Communication was mostly virtual. The main tools used were Slack ©¹, Facebook, and email (in that order of importance). Virtual meetings with the whole team were held monthly using BlueJeans © to allow real time conversations for team building and planning across different tasks.

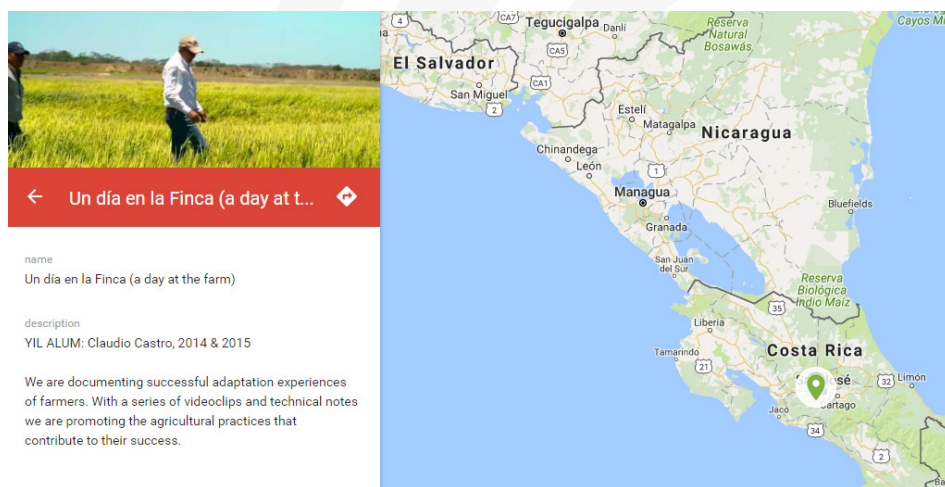
The Youth Session, one of several capacity building components of the program, was a special case: it was collaboratively designed in a facebook group to which all alumni were invited, during a 3-week process which was facilitated by an expert facilitator. The idea behind this was to be able to shape the session as a wider community, involving alumni and other young people in the group – even the ones that didn't have the time to get involved in the rest of the organization process. This co-design process is described and evaluated in greater detail in subsequent chapters.

It is important to stress that the contribution of the alumni has been entirely on a voluntary basis, many of them combining these efforts with a full-time job or university studies.

Program components

Showcasing alumni stories

YIL now has over 150 alumni across the world, many of whom are still in contact with each other and who are directly applying lessons from the programs. This year the organizing committee started using digital participatory storytelling by means of an **Alumni map** to more methodically capture these success stories and showcase them. The map shows the landscape-related themes the alumni are working in (Landscape Restoration, Natural Ecosystems and Forestry; Food Security and Climate Smart Agriculture; Access to Education; Developing community resilience to climate change; Integrating SDGs into Landscapes) and the positive impact they are having on their landscapes.



¹ Slack is a cloud based team communication tool. The main difference with more commonly used communication tools (messenger, whatsapp, hangouts,..) is that it allows users to organize separate channels for different topics <http://www.slack.com/>

Public webinars

A series of four webinars was held to build intergenerational understanding and capacity about issues important to young people in landscapes. They covered a breadth of topics both about landscapes issues and about key soft skills. While the main target audience were the selected Youth Facilitators, the webinars were publically accessible for all those interested in the subject matter. As such, they were widely advertised to increase participation.

- Investigating the Continuum of Connections in Landscapes
- Communicating Across Communities
- Leveraging Social Networks for Momentum on the Environmental Agenda
- Critical thinking, forming ideas and presenting



Pre-GLF Workshop

The Pre-GLF Workshop, as in previous years, was focused on building key participatory skills and confidence so youth delegates could meaningfully participate in the GLF. As the role of the Youth Facilitators this year would include assisting in facilitating GLF sessions, the workshop specifically included preparing youth for leadership positions at GLF - facilitation, rapporteuring and graphic facilitation.

Four members of the IFSA delegation who were already in Marrakech also attended this Pre-GLF workshop (Agyemang Samuel Tutu from Ghana; Dolores Pavlovic from Serbia; Jesse Mahoney from Australia, and Salina Abraham from Eritrea/Netherlands/USA).

The Workshop was Facilitated by David Thomas, facilitator and CEO of Danaqa World Chic. Table 2 shows the workshops' agenda.

Youth Session

As in previous years the youth session at GLF served as an opportunity to showcase the important role of youth in contributing to solutions for complex landscape issues. This year, there was also increased emphasis on the fostering of intergenerational understanding.

Table 2. Pre-GLF Workshop agenda

10:00	Welcome/Ice-breaker/Introductions
10:05	Why does this matter: the importance of effective facilitation
10:20	Introducing the concept of Democracy wall
10:45	Coffee break
11:00	Timekeeping
11:15	Online voting
11:30	How to ask the right Q&A
12:30	Lunch
13:30	Visual facilitation and Group work (allocating and explaining roles for the day)
14:30	
15:30	Rapporteur
16:00	GLF Social media Bootcamp with Peter Casier
18:00	End

The theme of the event was “Disconnection to Interconnection: The role of youth in shifting perceptions and presenting solutions to rural-urban migration”. The session itself was carried out as a facilitated intergenerational dialogue: the subject was explored through a series of personal stories delivered by people who have experienced migration, are longing to migrate, and work in the area of migration. Using experiential storytelling and innovative design sprint methodology, participants worked together to understand the underlying challenges presented in the stories, brainstorm possible solutions and prototyped a number of those solutions.

Participants were from a range of geographies, backgrounds and ages, but the discussion was specifically adapted for rural and urban community members, international governance agencies, policymakers, researchers and NGOs working in landscapes confronting rural to urban migration.

It is important to emphasize the intergenerational nature of the session: it’s not just about working with youth, but youth working with other actors, recognising that there is much to be gained from different experiences having lived in different times along these migration trends.

This year’s session was collaboratively designed by YIL alumni, as a youth led, community focused decision making process. Because of the importance of the session in contributing to the program’s objectives, as well as the uniqueness² of the co-design process, this is described more in detail in this chapter’s section entitled “Co-Designing the Youth Session”.

The session was scheduled to take place from 16:00 to 17:30, as part of the last block of sessions before the closing plenary. However, due to delays in the ending time of previous sessions, it started 20 minutes later than planned. It was not possible to extend the wrapping up of the session much beyond 17:30 to make up for this delay, as many participants prioritized attending the closing plenary which started at 17:45 - and because of the importance of the plenary, as well as to guarantee to be able to enter the room, most people tried to go in advance. This also meant there was little time for post-session informal discussions, which offer a valuable opportunity for further networking, and delegates to plan follow-up discussions or action items.

² The design process was completely virtual and involved dozens of youth and young professionals all continents. The process itself created a digital community that empowered a diverse range of youth to come together to define what was important for them, in terms of landscape challenges to confront.



Youth facilitating GLF sessions

In order to plug young professionals into leadership positions throughout the forum, the selected youth facilitators previously trained through the webinars and at the pre-GLF workshop were assigned a number of tasks (table 3).

They were paired up with GLF session heads (the point-person overseeing the planning and execution of a GLF session) and helped lead sessions as discussion facilitators, and assisted with rapporteuring and moderation. They took turns assisting with translation help, and guided plenary sessions as masters of ceremony.

They also aided with the landscape wall, which was a platform or opportunity to pitch ideas and solutions to the growing challenges in landscapes, such as threats to climate change, land degradation, water pollution and deforestation, as means of contributing to reclamation and restoration. Facilitators engaged GLF participants to share their points of view and add the kind of contribution that they were willing to make.

Table 3. Summary of activities and tasks for Youth Facilitators at the GLF

Session title and host	Lead Youth Facilitator	Rapporteur
Block 1: 9:00 - 10:30 Discussion forums		
Resilient Landscapes in the Sahel and Sahara Drylands (World Bank)	Malika	Daniel
Policy Learning from REDD+ for zero deforestation and restoration initiatives (CIFOR, UN-REDD Program)	Renata	Claudia
Break 1: 10:30 - 11:00	People Involved	
Landscapes Wall	Roy	Hajar
Block 2: 11:00 - 12:30		
Tomorrow's technology for today's land use challenges (WRI)	Tom	Roy
Where the rubber hits the road for achieving climate goals: Non-state actors and subnational governments in sustainable landscapes (CIFOR)	Claudia	Malika
From Commitment to action: developing strategies to operationalize integrated landscape approaches (ICRAF, CIFOR, SIWI)	Heba	Renata
Unexplored big wins for climate change through landscape restoration (ICIAT, WLE)	Daniel	HAjar
Lunch 12:30 - 14:00	People involved	
Landscapes Wall (12:30-13:15)	Heba	Daniel
Landscapes Wall (13:15 - 14:00)	Renata	Claudia
Welcoming Plenary (13:45 - 15:30)	Master of Ceremony: Hajar	
Break 2: 15:30-16:00	People involved	
Landscapes Wall	Tom	Malika
Block 3: 16:00 - 17:30 - Discussion Forums and Youth Session		
Unlocking private finance in forests, sustainable land use and restoration (UNEP)	Roy	Heba
How to walk the talk: promoting gender equality in national climate change policy and action (ODI, CIFOR, IUCN, GGCA, WEDO, REFACOF, UN Women, CDKN, BRACED, DFID, FTA)	Hajar	Tom
Youth Session	Facilitators Renata, Malika, Samuel, Claudia	
Closing Plenary 17:45 - 18:45	Master of Ceremony: Hajar	

Keynote speaker - “Youth Need a Seat at the Table”

At the closing plenary, YIL was given five minutes for a keynote speaker. Natalia Cisneros, one of the YIL coordinators, delivered the speech, which focused on how YIL alumni contribute in their landscapes with the skills gained through participation in the program. Her message spoke to how youth need a seat at the table, to be side by side with decision-makers, since the decision being taken today will define the future of the youth of today. She underlined how YIL, a key part of GLF, is working to build the capacity of youth so that they have the skills to partake in decision making. Natalia communicated above all the importance of youth involvement and intergenerational efforts in addressing landscape issues, and that tokenism of including youth superficially is no longer an option. verall, she advocated for a stronger involvement of YIL in GLF and more support, because of the importance of youth in their landscapes.

Mentoring program

Since 2014, the Youth in Landscapes Initiative has coordinated an in-conference mentoring program at each GLF. In 2016, 57 youth and 60 more senior delegates expressed interest during registration to take part in this mentoring program.

In previous years, the GLF registration form included an option to express interest in being a mentor or mentee. The Youth in Landscapes Initiative then followed up directly with all registrants who expressed interest, and requested they register for the mentoring program via a Google form.

Due to substantially fewer mentors registering via this Google form compared to those expressing interest during GLF registration, in 2016 we included registration questions for the mentoring program in the GLF registration form itself.

Following an intensive matching process undertaken by three members of the Youth in Landscapes Initiative team, a total of 32 youth delegates were strategically matched with 32 senior professionals from business, government, NGOs and research institutions based on similar interests, backgrounds, disciplines and GLF thematic interests.

Mentoring pairs were introduced via email prior to the GLF, and given guidance and tips for their GLF mentoring experience. Mentees were also provided with a number of resources, developed as part of the 2014 GLF Masterclasses, to assist them in preparing to network at the GLF.

The key role of mentors was to guide their mentees during at least one GLF session to assist with understanding of presented topics and themes, and to facilitate networking and knowledge sharing. In turn, mentees were encouraged to take this opportunity to share their own knowledge, experiences and insights with their mentors.

Youth Facilitators selection process

The call for applicants for YIL was launched on the GLF website, circulated through YPARD, IFSA and GAEA websites, and was spread on social media (including Youth Professional and development pages, as well as on LinkedIn) by the organizing committee and alumni.

All applicants were required to fill in an online application form and submit a copy of their CV. A total of 641 students and young professionals applied to be a Youth Facilitator at GLF 2016. These applications were



reviewed by a selection committee, which selected 10 potential youth facilitators (and an additional 4 on a waiting list) over a period of 2 weeks.

The selection committee consisted of a focal point and 8 volunteering YIL alumni.

A shortlist of 50 potential facilitators was created after each applicant was reviewed by at least 2 selection committee members, who gave each applicant a score based on:

- Experience and understanding of landscapes and sustainability issues
- Creative thinking
- Passion and motivation
- Implementation and collaboration
- Clarity of responses

Additionally, the selection committee considered public speaking skills, regional and gender representation, and impact of participant on their communities, as well as - given the event location - Northern Africa and Middle East presence.

Every applicant on the shortlist was then reviewed by all committee members, and scores were assigned to the best candidates. The sum of scores for each applicant was discussed in a group meeting, with the final selection being made by consensus.

The selected applicants were informed and asked to confirm their attendance to begin assisting them in their travel arrangements (with help from CIFOR). This included support in managing visas as well as four travel scholarships. All unsuccessful applicants were also contacted, and feedback on their application was provided to those who requested it.

While 10 potential Youth Facilitators were selected, only eight facilitators participated in the end. Due to the short timeframe available, one selected facilitator could not obtain a visa on time, and had to forfeit their spot. The short time frame also meant that there was insufficient time for waitlisted applicants to make travel arrangements when a spot was available. In order to maximise opportunities for youth participation and leadership, the selection committee offered the available facilitation roles to the next highest ranking applicants who were already planning to attend the COP. However, due to the short notice, not all of those contacted remained available, thus limiting the final number of Youth Facilitators to eight.

The whole process, from application launch to the final confirmation of the eight Youth Facilitators took around two months, which is too short to guarantee a robust selection,, and hindered the ability of selected applicants to make timely travel arrangements to participate.

This was due to the fact that the YIL organizing committee wasn't informed before the beginning of September of the details of how YIL would be integrated in the GLF. To ensure a good representation of Youth at GLF, it is essential that in future years this information is shared with at least six months lead time.

Co-Designing the Youth Session

As part of a more horizontal and more inclusive overall organization process, the Youth Session was designed in a collaborative effort between YIL alumni. A community-focused decision making process was used to come up with the intentions, main, themes, target audience and approach for the session, through virtual group discussions over a 3-week period.

David Thomas facilitated the process. Facebook was used as the platform, because of its potential in terms of being able to reach out to more alumni, since most of them spend the majority of their virtual time there. Furthermore, Facebook allows for more comprehensive thematic discussions between a larger number of people (while the channels in Slack are more suited for coordinating, task distribution). A group was created where they were invited to participate in the design process.

This discussion format allowed for a much more horizontal and open process, enabling all alumni to contribute their ideas in bottom-up global brainstorming sessions. As such, it incorporated a bottom-up conceptualization of what were the important decisions to discuss at a higher level. These decisions were then shared for contributions on the next phase of the process.

The intention of the session was defined as *promoting innovation and real solutions to complex landscape issues*. Then, a discussion was held on which issue to address. Criteria were that they had to be themes related to the main themes of GLF 2016, where youth could play an important role and important in terms overall relevance as a landscape issue. Some very interesting topics emerged (box 1), but there was a clear convergence towards:

- The great disconnect/the lack of “interconnectedness” – the link between urban migration, the perception of rural work and the disconnect between consumers and producers.
- Youth engagement in the new GLF model.

These themes were then rephrased as a landscape challenge for which possible solutions could be formulated within a 90 minute session at the GLF (box 2). Migration was voted to be the ‘winning’ or most relevant challenge given the discussions that emerged between the youth involved in the process. Then the target audience was defined, followed by the session structure, how solutions would be generated. The latter was storytelling of youth project impacts around the world and group discussions on how to apply what was learned through the storytelling.

Box 1. Landscape issues emerging from facebook group discussion

- Upscaling: In most sustainability and landscape-related issues there are many successful experiences, but at a small scale, isolated or pilots (agro-ecological production systems, integrated catchment management, value chains, ... for example). But in order to tackle climate change (just to name one wicked problem), they need to be implemented at a much larger scale and relatively fast.
- Being consumers is all we know
- The great disconnect: from physical places, ourselves and our communities
- Rural-urban migration of youth
- The pervasive negative perception of “rural” work and life
- The failure of education to prepare graduates for the current world’s needs
- Access to finance, particularly for rural youth
- Power concentration and dysfunctional hierarchy
- Intergenerational inequity
- Engaging youth in the new GLF model

Box 2. Possible landscape challenges to be addressed in the session emerging from facebook group discussion

- From Disconnection to Interconnection: How to establish a stronger and fairer link between nexus of sustainable consumption and production and rural/urban dynamics?
- What are the best practices and strategies for securing equal access and ownership rights to land for rural youth (especially young women)?
- How to make research relevant for sustainable development? The new generation fills the research-field gap!.
- Inclusive agribusiness-How to increase funding for businesses that create an impact?
- The challenge of migration: The role of youth in shifting perceptions and presenting solutions to rural-urban migration



David Thomas
18 oktober 2016

The session keeps building! Thank you everyone for the amazing comments so far. The next stage of development will be to build on the established "what" and "who" and now ask "how"?

What do we mean by "how"? What will be the most effective structure of the session to actually find solutions to the design challenge, considering who we are targeting? This can be broad (though probably with the understanding that we want the session to be engaging/participatory). Think about ...

Lees verder

Leuk Reageren

Jij, Hannah Smith, May Anne en 3 anderen Gezien door 34

Nog 3 reacties weergeven



Michelle Kovacevic Hey all, we will need to start organising the session next week so the deadline to contribute your thoughts to this convo is FRIDAY 😊

Sarah Dickson-Hoyle Dickson-Hoyle Novia Fadhillah Sari Sari Sanjay Kafle Kafle Prakriti Mukerjee Karen Veridianono ... Meer bekijken

Vind ik leuk · Beantwoorden · 3 · 18 oktober 2016 om 23:49 · Bewerkt

Marina Cherbonnier heeft gereageerd · 1 antwoord



Salina Abraham I completely agree with the idea of story telling and helping frame the issue and introduce concepts through various stories/real life experiences, if possible. If we pursue this route - I would look into allowing those 'testimonies' (in a sense) to ex... Meer bekijken


Vind ik niet meer leuk · Beantwoorden · 5 · 20 oktober 2016 om 12:35

Salina Abraham heeft gereageerd · 2 antwoorden



David Thomas heeft een poll gemaakt.
12 oktober 2016

Whoa. The debate below was excellent - I have just had a look through the comments (and the likes) and I think we are really making progress. I think there are some things that have come up in the discussion that need to be at the front of our minds as we move into the next step of the session design process (people in the room, how to present, tools to use, details/speakers etc), all these detailed elements we will discuss moving forward, after we have a general challenge - I... Meer weergeven

- The challenge of migration: The role of youth in shifting perceptions and presenting solutions to the rural-urban migrations 
- How to establish a stronger and fairer link between nexus of sustainable consumption and production and rural/urban dynamics? 
- How to make research relevant for sustainable development? The new generation fills the research-field gap! 
- What are the best practices and strategies for securing equal access and ownership rights 
- How to increase funding for businesses that create an impact.
- + Voeg een optie toe...

Leuk Reageren

Maureen Arguedas Gezien door 34

Nog 11 reacties weergeven



Sabina DM I like all the topics. Plus, I am sure they are all linked and will all be discussed during the youth session at some point. Very interconnected!

Vind ik leuk · Beantwoorden · 12 oktober 2016 om 11:24



Michelle Kovacevic LOVE these discussions! I am learning so much from you all!

Vind ik leuk · Beantwoorden · 13 oktober 2016 om 3:07



David Thomas
13 oktober 2016

Hi Everyone. Again, I think the debate and vote below was very valuable and shows that there is a broad consensus to the "design challenge" of the session. Whilst it is impossible to hit every element - I think it is worth keeping in our minds when we discuss the "how" the theme of "new generation fill the gap!". The subject of Migration the clear winner, but we can include a discussion topic when we expand the session notes on "creating fairer link between the nexus of sustainable consumption and production".

Considering this how about a broad subject for the youth session of "Disconnection to Interconnection: The role of youth in shifting perceptions and presenting solutions to rural-urban migration"

If we submit this to GLF - the next phrase for us to consider is the audience. 1. Who is the subject relevant to peripherally? 2. Who will be fans of the subject and who will be sceptics? AND 3. Who do we want in the room?

If we can discuss this over the next 48-72 hours then we can keep this design process moving.

Leuk Reageren

Jij, May Anne, Marina Cherbonnier en Michelle Kovacevic Gezien door 38



David Thomas Just to add a little bit of reasoning to "why audience next?" - as I can see that everyone here is keen to delve into the details of the subject. It is really important, now we have a design challenge, for us to think through who this design challenge ... Meer bekijken

Vind ik leuk · Beantwoorden · 1 · 13 oktober 2016 om 3:14



Michelle Kovacevic Keen to hear others' thoughts on this but I would imagine that this is a topic that is relevant to everyone and that we want as broad a range of people to attend as possible.

Youth seem to have a lot to say on this topic so perhaps we are fans. Also ... Meer bekijken

Vind ik niet meer leuk · Beantwoorden · 4 · 13 oktober 2016 om 23:50 · Bewerkt



Hannah Smith 1) i think the ideal audience for this is rural community members and NGOs working in landscapes with R2UM (rural-to-urban migration). this is an inter-generational issue that creates complex issues.



Gabrielle Schittecatte 1) I think this discussion will be especially relevant for those NGOs and international governance agencies who do, or who would like to, run projects in rural areas or around migration. I think it will also be important for youth and elders from these... Meer bekijken

Vind ik leuk · Beantwoorden · 2 · 17 oktober 2016 om 13:50 · Bewerkt

Pieter Van De Sype just thought about this, to what extent will the urban "sector" - and youth - be present at GLF? Cities are integral part of landscapes, but so far from my experiences the focus is mainly on rural areas.

Vind ik leuk · Beantwoorden · 1 · 17 oktober 2016 om 14:04

May Anne i like the thoughts about aid organizations and their thoughts around 'migration'. i know a people involved in social justice movements centred around the decolonization of development will argue for alternative word use or would like to see paradigm shifts in the way we think about people movement. that said, i think they should feel welcomed to attend/participate (?) to provide that alternative perspective.

Vind ik leuk · Beantwoorden · 1 · 17 oktober 2016 om 14:14

Meer reacties weergeven

Schrijf een antwoord...



Gabrielle Schittecatte David Thomas May Anne Sorry I added to what was originally there as I mistakenly hit enter (silly qwerty keyboard). Not sure if you caught the whole comment 😊

Vind ik leuk · Beantwoorden · 1 · 17 oktober 2016 om 13:53 · Bewerkt

May Anne i do that a lot, thanks for flagging!

Vind ik leuk · Beantwoorden · 17 oktober 2016 om 14:15

Schrijf een antwoord...



Javi Van Las Kaenas Concerning the third point, I would stress what Michelle said about having a broad range of disciplines among the audience. I think it is important to include people from other sectors (I'm thinking mainly on research and communication) too in order to enrich the discussion and look for more possible synergies from the session.

Vind ik niet meer leuk · Beantwoorden · 1 · 17 oktober 2016 om 15:49



Marina Cherbonnier Hi Guys, thanks for the heads up Michelle Kovacevic! Very briefly: 1) I'd see rural youth as the main focus and center stage since, to my view, it is all about retaining or having more youth in rural areas, as a means to create opportunities in rural a... Meer bekijken

Vind ik niet meer leuk · Beantwoorden · 2 · 17 oktober 2016 om 16:12



Recommendations from the previous evaluation report

The 2015 evaluation report was a key instrument in providing valuable insights into YIL program's strengths and weaknesses, all of which culminated in important recommendations for future iterations of the program.

Given this year's smaller scope, recommendations of the 2015 evaluation report - which assumed a similar program scope and scale for 2016 - were taken into account as much as possible given the differences in the programs. However, given these differences many recommendations from last year's report were not put into practice. Table 4 shows how the recommendations from 2015 were taken into account this year.

Table 4. Adoption of recommendations from the 2015 evaluation report

2015 recommendation	Taken into account?	Constraints	Future
Tailoring skills-building activities to different needs, skill levels, and potential contributions of participants.	Limited - less relevant because of less available time as compared to last year	Time available to evaluate their pre-knowledge and design tailored capacity building and time available for capacity building where needed	Take into account when possible (i.e. if more time and means are available for the capacity building components)
Incorporating team-building activities and energizers in a way that is aligned with the vision of the program and harmonized with the time, energy, themes, and cultural diversity	In the case of the program design: Limited possibilities because of short timeframe of the organizing process, but this was mentioned as a possible improvement For the pre-GLF workshop this was less relevant due to the fact that it was only a 1 day-workshop	Available time for the process	Include more team-building activities and energizers in co-design processes and leading up to GLF
Giving the youth participants ownership of the program	Yes, this was taken into account - the program as a whole and the session in particular were codesigned with alumni. Youth Facilitators acted as leaders of the discussion during the session	Mainly involving Alumni (the YF had ownership to a much lesser extent), less available time to have a two way learning process between the YF and the organizers, before GLF	Continue involving Alumni in the program design - adjusting where needed based on this years evaluation. Strengthen alumni stories page to keep them involved Evaluate possibilities of a stronger involvement of the youth participants (Innovators, Facilitators) in the design process if feasible within next year's format
More time must be given to go in-depth into discussions on landscapes issues and other heavy complex themes that require more than a brief discussion amongst a big group of people who cannot always all contribute their ideas and perspectives	Yes and no - the Youth Session revolved specifically around that, and its topics were aligned with with GLF topics, but the session itself was the only opportunity for discussion, with less time available before GLF (only the 1-day pre-GLF workshop which focused mainly on capacity building)	Available time both before and at the session	More available time for these discussions, meaning more time for the YIL program as a whole
Utilizing a similar approach to that used in the 'pitching', for developing participants' other important skills and knowledge as well	A similar approach to that used in the pitching was used in the pre-GLF workshop, and Youth Facilitators felt they developed facilitation skills through this	Overall there was time available for skill and knowledge development Some Youth Facilitators didn't feel that it wasn't very clear for them how to employ those skills during GLF	More time for a more in depth skill building process, using the same approach

Instruments & Methodology

Overall methodology

The evaluation process was outlined prior to the program to evaluate the success and impact of the entirety of the YIL 2016 program. The five program objectives were chosen as benchmarks to measure the success of this year's design process and program components in developing different youth capacities, as well as serve as a comparison point for previous and future iterations of the project. The evaluation of these objectives not only provides the arena for reflection on this year's program impact, but also will allow YIL and its partner organisations to continue to build more impactful programs in moving forward, by drawing on the aforementioned reflection.

Table 5 shows the instruments used for evaluating the different objectives and their related program components of the Youth in Landscape Program. These qualitative and quantitative instruments were chosen to balance both an in-depth and comprehensive approach to understanding the impact of Youth in Landscapes, taking into account available budget and time.

The following subsections detail the instruments that were used to collect data to measure each objective, as well as the methodologies by which these instruments were deployed. The data collected by each instrument, as well as the results, are detailed in subsequent chapters, which are organized by objective.

Table 5. Summary of objective and related program components, and the instruments with which these components were analyzed.

YIL Objective	Items to evaluate	M&E tool(s)
Support a strong multidisciplinary, geographically diverse youth presence at 2016 GLF, especially from Northern Africa and the Middle-East	Youth presence at GLF	Analyse Registration data
	Analyse Youth Facilitators Application Data	Analyse Youth Facilitators Application Data
Increase recognition about how youth are driving innovative ideas/projects/campaigns through showcasing their stories	Showcasing alumni stories	Interviews with alumni stories team Analytics
	Youth Session	Structured interviews with participants
Foster intergenerational understanding and new partnerships between youth delegates and senior delegates at the 2016 GLF in Marrakesh	Mentoring programme	Surveys, interviews with mentors and mentees
	Webinars	Pre- and post surveys with Youth Facilitators
Build capacity of young people to meaningfully participate in the 2016 GLF	Facilitation training workshop (pre-GLF)	
	Youth Session	
	Youth Facilitators at GLF sessions	Feedback from session heads
Strengthen youth capacities for organizing Youth-session event	Co-designing the youth session,	Focus group individual interviews

Registration and application data analysis

Apart from the questions used for the selection process of Youth Facilitator applicants (mainly on motivation and their possible contribution to YIL), they were asked to include information on gender, age, nationality and occupation. A simple analysis of applications submitted to the program was performed to measure the diversity of youth applying to the program.

Additional to the application data, the overall presence of youth in general at GLF, measured by how many identified as young professionals and youth when registering for the conference, was analysed.

Alumni Stories map

The number of visits to the map webpage were obtained, and an evaluation discussion was held with the Alumni Stories team.

Pre- and post surveys for Youth Facilitators

In order to measure Youth in Landscapes ability to build capacity of young people to meaningfully participate in the 2016 GLF, a pre- and post-program survey was deployed. A survey was sent prior to the program to gauge expectations, while a post program survey was sent to measure the impact of the program. The survey was sent through FluidSurveys online survey tool.

The survey was designed to measure the different components of the program that were meant to support the participants' development prior to the GLF: the webinar series, youth workshop, and their participation in the youth session at the GLF itself.

The survey focused on four different aspects of the participants' experience:

1. their priorities for the program and at GLF
2. their skills and knowledge, both prior to and after the program,
3. their expectations going into the program and how they felt after the program.
4. Control data such as age, education background, nationality, and envisioned career path.

Participants were asked to rank their priorities across eight different areas in order to measure how the program addressed what they considered important, as well as to measure if the program was adapted to the areas in which youth want to build capacity. The priorities were chosen given the thematic scope of the GLF and YIL.

Open-ended questions were used to explore the range of expectations held and experiences lived by participants, related to both the workshop in Marrakech, as well as the facilitation of a session at the Global Landscape Forum. Multiple choice questions were primarily used to measure perceived expertise in subject areas before and after the program, as well as for control questions on nationality, age, and educational background.

A complete list of the survey items can be found in the annexes of this document. Both the pre and post surveys were completed anonymously and as such the verbatim responses of the participants will not be shared so as to ensure that they are not recognized by their responses, and thus the promise of anonymity upheld.



Feedback from session heads

To evaluate the performance of the Youth Facilitators in their respective sessions, a series of feedback questions were asked to be included in the general post-survey for GLF session heads:

1. What were your overall impressions of the youth facilitator in your session?
2. How did you find the Youth Facilitator's level of knowledge in the thematic area related to the panel/launch pad/presentation?
3. How did you find the Youth Facilitator's ability to moderate the discussion? What were the strong and weak points?
4. Were there any skills you believe the youth facilitator's could have developed to have a greater impact during their work in your session? If so, what are those skills?
5. Tell us briefly, how you felt the experience of having a youth facilitator went. Is it something you would do again? Why or why not?

Ethnographic observations and interviews at the Youth Session

To judge the impact and growth potential of the youth session at the GLF itself we used a combination of ethnographic observations and short structured interviews with members of the audience (lasting no more than 3-5 minutes). The ethnographic studies and the short interviews were conducted by several members of the audience that were present for the entirety of the session. Both the observations of the session and the structured interviews were analyzed using content analysis. To assist in doing so the content analysis tool NVivo © was used.

Focus Group and one-on-one interviews with Organization Committee

A series of short focus groups were conducted with the organizing committee in order to analyze the implications and effectiveness of this year's YIL setup for program planning and implementation. The focus groups were made up of at least 4 individuals, and up to 6, who participated in at least one element of the design process, this could be deciding the theme of the program (Youth and Migration), analyzing applications, or building and collaborating on different aspects of the program, from the pre-program webinar series through to marketing and communication.

In the focus group, discussions revolved around the effectiveness of project communication tool (Slack ©) and horizontal governance in project management. In addition to this, participants exchanged thoughts on motivating volunteer groups, as well as time management of volunteers, were also prompted by the leader of the focus group.

The coordinators did not participate in the focus groups, in order to provide a safe environment for the focus groups in which the organizing committee could feel open to share their thoughts on the development of the program. Instead, separate short interviews were conducted with each of the coordinators following the implementation of the program at the GLF in November of 2016. The questions were loosely based on those asked during the focus group but modified to capture the strategic and management role the coordinators occupied. The interviews focused on the effectiveness of the governance and organization structure they implemented to design the program, as well as the effectiveness of the organization of the program relative to previous years. In addition to this, coordinators were asked to detail how they viewed relationships between the program and external partners. Similarly to the other interview and focus group data, these interviews were analyzed using content analysis and NVivo.

To assess how this year's YIL strengthened the capacities of youth for organizing the GLF's youth session a series of unstructured questions were designed to be disseminated in a focus group style interview. There were two focus groups organized, each with 4-7 participants. The participants in this focus group all played an active role in the design, organization, or implementation of this year's youth session at the GLF. The questions focused on the 5 following themes³:

1. **Overall group accomplishments** - if this exceeded the expectations they had coming into the project. If the participant was involved in previous YIL initiatives we asked them to compare the observed accomplishments between the two years.
2. **Group communication** – how they felt the group communicated between thematic areas that were set by the coordinators. If they felt the project communication tool *Slack* © was an effective means to link the group. The impact they felt communication had on the outcomes of the youth session and the YIL initiative as a whole.
3. **Organization of the Youth in Landscapes Team** – how the horizontal governance and co-design resonated with those involved in the design and implementation of the project. *How did they feel it affected their work ethic and motivation?* Did they feel like they had ownership over their work and how they managed their time given the structure.
4. **Effects of Co-design Process** - how they felt the co-design process affected the participation in the youth session design. How they felt about the effectiveness of this design and how they thought it affected the youth session at GLF.
5. **Areas to improve and develop further in subsequent years** – where they felt the program could be strengthened in future years and why.

The focus groups and one-on-one interviews were recorded and transcribed. These transcriptions were then imported into NVivo © qualitative coding software. This software allowed the transcriptions to be analyzed for reoccurring themes between and within each of the unstructured interviews. The conclusions stated below, organized by question theme, are the result of this analysis. The conclusions from the analysis of the focus groups are presented first, followed by the coordinators, juxtaposed so as to provide a comparative perspective.

The content and results of these focus groups and interviews are detailed in the *Findings and Discussion* chapter. The focus groups and one-on-one interviews were based on the same unstructured interview schedule, with questions being slightly altered for the coordinator's one-on-one interviews to reflect their more global and decision-making perspective of the program. The focus groups and interviews were recorded with the permission of the participants and were subsequently transcribed. Following this the transcriptions were uploaded in NVivo © qualitative coding software, where a content analysis was carried out to identify themes and common reflects that arose during the data collection procedure carried out by the evaluation team.

Mentoring program

To identify the primary goals of youth in taking part in the GLF mentoring program, and to measure the impact of this program on youth participants' confidence in key conference-based skills such as networking and contributing to sessions, a pre- and post-evaluation survey was distributed to all youth mentees. Surveys were designed and distributed via Google forms.

In the pre-evaluation survey, mentees were asked to identify their top three goals/objectives for participating in the mentoring program from a list of six key areas (with an additional option to specify "Other"). These six options were defined based on previous years' feedback from mentees and were as follows: networking; learn

³ A complete list of the interview schedule for the focus groups can be found in the annexes of this document.



more about key GLF topics/themes; share ideas and get feedback; professional/career advice; pitch ideas; and actively contribute to GLF discussions.

Multiple choice questions using a scale from 1-5 were used to assess self-confidence (1 being not at all confident, and 5 being highly confident) in a range of specific skills and knowledge relating to the above six objectives, such as knowledge of landscape issues, preparing for networking events, and contributing in discussion forums.

Following the GLF, a survey was distributed to all mentees and mentors. Youth mentees asked to rate their confidence on the same range of skills listed in the pre-evaluation survey. A number of open ended questions were also included to seek information from mentees as to the sessions they attended with their mentor, and how their mentor guided or supported them during the forum, while mentors were asked to reflect on what they learnt from mentoring a young delegate. Feedback and recommendations as to how to improve the mentoring program were also sought from both mentees and mentors.



Findings and discussion

In the following sections, the results of the analyzed information recollected with the evaluation tools is presented and discussed, including recommended actions for YIL 2017 Table 6 shows a summary of the findings, discussion and recommendations, as well as a short evaluation of the analysis tools used for this report.

Table 6. Summary of evaluation findings and recommendations for YIL 2017

YIL objective	Evaluation findings	Programme recommendations	Evaluation design recommendations
Support a strong multidisciplinary, geographically diverse youth presence at 2016 GLF, especially from Northern Africa and the Middle-East	Youth Facilitators		
	<p>Overall Evaluation Findings: Positive. Geographically diverse representation of Youth Facilitators - especially from MENA region (25%)</p> <p>600+ applicants for YIL. This number shows a strong interest in YIL from youth throughout the world</p> <p>Limited amount of time available for selection procedure</p> <p>YIL applicants selection committee was able to select 10 YF within a relatively short timeframe and a varied set of criteria</p>	<p>Inform YIL organizing committee at least 6 months before GLF to allow more time for selection procedure, ensuring a high quality youth representation at GLF</p>	<p>Include a multiple choice question in the application form on their occupation (students or professionals and in the latter case, sector) to allow for a more straightforward analysis of multidisciplinary</p>
	Youth representation at GLF		
	<p>Overall Evaluation Findings: Not enough data.</p> <p>Only a limited amount of GLF attendees provided data on their age, which didn't allow for proper evaluation</p>	<p>Ensure age categories are filled out in application forms for GLF</p>	<p>Ensure age/age group is included for every GLF participant in their application form</p>

continued on next page

Table 6. Continued

YIL objective	Evaluation findings	Programme recommendations	Evaluation design recommendations
<p>Increase recognition about how youth are driving innovative ideas/projects/campaigns through showcasing their stories</p>	<p>Overall Evaluation Findings: Neutral. Interesting content but design and focus could be better adapted.</p> <p>Many people were excited and intrigued by the stories presented but felt that the structure of the session meant the audience was tired and unfocused during the final youth project presentation.</p> <p>Many audience members felt that the discussion period at the session focused too much on challenges and was not effective at driving concrete discussions on solutions. That being said, many reported the dialogue at the session being a key starting point to tackling landscape challenges.</p>	<p>Youth Session</p> <p>Make the session more dynamic, with more back and forth and engagement with the audience, who should see themselves as participants.</p> <p>Design the session so that the facilitator fosters and guides discussion to focus more on solutions and not the roots of landscape challenges.</p>	<p>The ethnographic reports on the youth session were invaluable, especially since the evaluation team couldn't attend and had to rely on volunteers to collect their data</p> <p>The short interviews with session participants was a poor evaluation tool given the timing of the session. This year the youth session was not a closing session prior to the plenary, as such people rush out of the session room before being able to asked to respond to a short interview. Perhaps a short questionnaire at the door or organizing short interview with selected participants prior to the event would be advisable to avoid this in the future.</p>
	<p>Overall Evaluation Findings: Positive. The stories on the map show the worldwide impact of YIL in a broad range of landscape themes.</p> <p>31 alumni sent in their story. The limited amount of available time provided a constraint for the task group to get stories from a larger share of the alumni group</p> <p>300+ views of the map webpage</p>	<p>Alumni stories</p> <p>Keep reaching out to alumni in a continuous process.</p> <p>Integrate in a larger alumni-project</p>	<p>Need for external feedback, if possible include in GLF- or other surveys</p>

continued on next page

Table 6. Continued

YIL objective	Evaluation findings	Programme recommendations	Evaluation design recommendations
Foster intergenerational understanding and new partnerships between youth delegates and senior delegates at the 2016 GLF in Marrakech	<p>Overall Evaluation Findings: Neutral. Ability to foster intergenerational understanding but very little representation from senior delegates at the youth session, creating a barrier to have a successful exchange</p> <p>There was the platform for youth to share their ideas and projects, all of which were well-received by the audience. However, there was very little diversity in the age range of the audience so the ideas were mostly shared between youth. This meant that the propagation of the impact of youth's projects and their ability to drive change was only showcased to those already in the same demographic and working in the same areas, which translate to small impact.</p> <p>Delay caused by other sessions finishing later than planned and timing of Closing plenary fifteen minutes afterwards meant less time was available for the session than planned.</p>	<p style="text-align: center;">Youth Session</p> <p>Need to push for a better time slot for the youth session and anticipate delays in audience members arriving at the session</p> <p>Need to work with GLF organizing committee to motivate senior delegates to attend and engage with youth delegates during their session</p> <p>YIL team needs to develop stronger communication to foster greater intergenerational participation in their events, and also to show their impact to people that are not at the event in person</p>	<p>The ethnographic reports on the youth session were invaluable, especially since the evaluation team couldn't attend and had to rely on volunteers to collect their data</p> <p>The short interviews with session participants was a poor evaluation tool given the timing of the session. This year the youth session was not a closing session prior to the plenary, as such people rush out of the session room before being able to asked to respond to a short interview. Perhaps a short questionnaire at the door or organizing short interview with selected participants prior to the event would be advisable to avoid this in the future.</p>
	<p>Overall Evaluation Findings: Positive. 32 mentoring pairs were matched and introduced, however post-evaluation survey responses confirmed that not all 32 pairs were able to meet. Mentees who managed to meet with their mentor found the experience highly valuable</p> <p>Key objectives and outcomes for mentees related to networking, professional/career advice and greater understanding of key GLF themes were achieved.</p> <p>There were numerous technical and communication issues relating to registration for the program</p> <p>Mentors and mentees highlighted challenges relating to communication and meeting face to face within such a short time period</p>	<p style="text-align: center;">Mentoring Programme</p> <p>Improve liaison with CIFOR for design and review of, and access to, registration process</p> <p>Finalise mentor-mentee matching earlier to enable introductions to occur at least two weeks prior to the GLF</p> <p>Host a mentoring introduction and networking session early during the GLF program</p>	<p>Ensure better timing of the survey (not the week after GLF), and greater follow up</p> <p>Additional open-ended questions in post-evaluation survey to allow for greater qualitative feedback</p>



Table 6. Continued

YIL objective	Evaluation findings	Programme recommendations	Evaluation design recommendations
Build capacity of young people to meaningfully participate in the 2016 GLF	<p>Overall Evaluation Findings: Positive. The participants all responded that they developed knowledge and skills in the areas they prioritized. However, there were gaps in how they rated and perceived their own input and quality of participation at GLF. The participants enjoyed the style of the workshop and thought the facilitator was skilled in his approach as well as the development of the content.</p> <p>Participants thought that there wasn't enough focus on what they would be expected to contribute or do when assisting in facilitation GLF session.</p> <p>Participants thought that the workshop needed to be longer.</p> <p>Participants thought the workshop could cover more thematic areas to deal with more than just facilitating a session.</p> <p>Participants wanted more team building time.</p>	<p>Pre GLF YIL Workshop</p> <p>Try to organize a multi-day workshop for YIL participants that has a more diverse focus.</p> <p>There needs to be more time devoted to team building for participants, and a greater focus on developing skills and knowledge around YIL theme of the year.</p>	<p>The pre and post surveys completed by participants was a very effective tool that generated useful data for the purpose of this report. However, the response rate on the post-program agenda was lower than expected. In the future this should be underlined by the YIL coordinator has a requirement for the participation in the program and the funding awarded to participants.</p>
		<p>Webinars</p> <p>Design the webinars to bolster any knowledge or background gaps that won't be able to be filled during the pre-GLF workshop.</p> <p>However, work on integrating more participation or interactions with the audience.</p> <p>Need to coordinate better with the communication team to bolster the attendance.</p> <p>Try not to use Bluejeans as a webinar tool - it isn't as flexible nor as adapted as tools specifically met for webinars, such as Webinars on Air. Additionally, the distribution of links for Bluejeans creates another barrier for participation.</p>	<p>The pre and post surveys completed by participants was a very effective tool that generated useful data for the purpose of this report. As the first webinar took place prior to the pre-program survey, reviews on the webinars came up in both pre and post surveys. In the future we should endeavour to release the pre program survey before starting the webinar series. This year's timeline made that rather difficult since everything was produced and planned within a few weeks</p>

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Table 6. Continued

YIL objective	Evaluation findings	Programme recommendations	Evaluation design recommendations
(continued)	<p>Overall Evaluation Findings: Positive. Session heads responses on YF contribution to the session were 40% "Very Good" and 60% "Good". However, there was not enough feedback from session heads to allow for more detail.</p> <p>Some Youth Facilitators stated a gap in the communication of what they were expected to do and a lack of clarity on how to use the taught facilitation skills when assisting in facilitating a session at GLF.</p> <p>In some cases the Youth Facilitators were not able to add much to the session.</p>	<p>Youth Facilitating Sessions</p> <p>Improve communication between YIL and Session heads to ensure clarity on the role of the Youth Facilitators during the session</p> <p>Relate the pre-GLF workshop training more clearly to youth's role during the conference.</p>	<p>Ensure a more detailed feedback from session heads</p>

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Table 6. Continued

YIL objective	Evaluation findings	Programme recommendations	Evaluation design recommendations
Strengthen youth capacities for organizing YIL	Co-designing the Youth Session and other YIL components		
	<p>Overall Evaluation Findings: Positive but with room for growth. New communication tool really increased transparency. Slack and Facebook facilitated communication between widely dispersed individuals. Successful in building leadership skills. Many youth were involved in planning the youth session event. However, those that were generally very engaged were the same population as previous years. Good geographic and cultural dispersal of youth that help built the event</p> <p>There was poor communication between YIL and GLF organizing team. The coordinators did not do enough to have transparency around the decisions of the GLF organizing team involving YIL. Very tight timeline, many found the lack of preparation and communication at the start of the program confusing. There was a gap in the coverage of the youth session at GLF. Many people that contributed to the design of the project and that couldn't be there for the implementation felt disappointed , and that they couldn't see what their work contributed to. Many people expressed interesting in being involved in the core organizing committee but many didn't show up to actually be involved. The expression of interest was very different from those who actually helped.</p>	<p>Keep Slack © but complement with email updates and encourage the team to conduct everything in the channel or by sending updates for email newsletter. There needs to be greater attention to the coherence between slack and other communication tools, such as email (eg. post content of email updates in the respective channels). Need to focus on getting new youth involved in the design and the implementation of the project if the project is to sustain itself. Need to develop tools to motivate volunteers to create and implement the project, whether this is funding or better group building activities. Volunteers contributing a lot of their free time need to be considered differently than workers being paid. YIL Coordinators need to be more purposeful and attentive in their role as a link between The GLF Organizing Team and the YIL organizing committee. Improvements needed to build on Live Streaming of the youth session. There needs to be better communication of event outcomes so that those that contributed to its creation feel a part of the implementation even if they aren't there in person. Need to ensure that communication at the start of the project, as well as time demands, deadlines, and funding is clearly and explicitly delivered by the coordinators to the organizing committee</p>	<p>The focus groups and interviews provided a great forum for reflection and learning. The data collected was rich and diverse and has led to some strong recommendations for future iterations of the program. We would recommend using this tool for future years.</p>

Youth presence at YIL and GLF

In total, 640 people applied to participate in the 2016 YIL program as a Youth Facilitator. Tables 7-10 show some summarized details on geographical distribution, age and gender, as well as representation from MENA countries⁴.

The location of GLF in Northern Africa clearly had some influence on the applications. The large majority of applicants, almost exactly two thirds of them, were from Africa, followed by a more or less even distribution of other regions (compared to population totals). 12% of applicants were from MENA countries, which is considerable taking into account this region only represents 6% of the world population.

There were more male applicants and the age group 25-30 was the most represented.

Table 7. Gender distribution of Youth Facilitator applicants

Gender	Number	%
Female	263	41%
Male	377	59%
Total	640	

Table 8. Age category distribution of Youth Facilitator applicants

Age Group	Number	%
18 - 25	203	32
25 - 30	325	50
30 - 35	75	12

Table 9. Geographical distribution of Youth Facilitator applicants

Region	Number	%
Africa	423	66.2
Asia + Pacific	137	21.4
Europe	28	4.4
Latin America + Caribbean	26	4.1
North America	14	2.2
Oceania	4	0.6
N/A	7	1.1

⁴ Initially it was planned to evaluate multidisciplinary, but the application form did not include a very specific set of questions to allow for an adequate analysis. In the future a multiple choice question (not open ended) on occupation followed by a multiple choice question on sector in the case of professionals should be included.

**Table 10. MENA representation of Youth Facilitator applicants**

Region	Number	%
MENA	66	12
Other	574	88

On youth representation at GLF, unfortunately, out of the 602 GLF participants 484 didn't indicate their age group. As such, determining the diversity in of the population at GLF, especially understanding youth and young professional presence, was challenging.

Information on age was only included as part of the question on participants' interest in partaking in the YIL mentoring program. 7% of the attendees indicated to be between 18 and 30 years old and willing to participate as a mentee, 12% indicated to be older than 30 and willing to participate as a mentor. 32% attendees explicitly indicated not to want to join the mentoring program, while 48%, almost half of the participants left the form blank.

In the future if GLF wishes to have a good understanding of if they are successful at meaningfully including youth and young professionals at high-level conferences they will have to purposefully set out to collect data related to such participation at the application period. The application this year for GLF was not designed to gauge age of participants, which made it difficult to assess the number of youth and young professionals at the conference.

As such, an important recommendation would be to include a specific, required question on age (or age group). Furthermore, it would be interesting to include some additional questions on youth involvement (for example if they belong to a Youth organization).

Showcasing Alumni Stories

Thirty one (around 20%) of the alumni sent in their story to be pinpointed on the map. The webpage of the map was visited more than 300 times.

The map in itself is a strong visual tool that shows the global ripple effect of YIL Alumni. Additional support from GLF in marketing the map would be key in increasing the number of views and as such the recognition of the impact youth are having in their landscapes. During the evaluation discussion, the task group came up with a proposal to extend the use of the map, and integrate it into a more ambitious YIL-alumni program. A separate section on the page of YIL could be created, where it would be possible to register as part of the Alumni community. The map itself could include more detailed info on the alumni, e.g. contact info, whether they are looking for funding,...and serve as a tool to facilitate funding access for projects or research they want to undertake in their landscapes.

A stronger support from GLF in marketing the map would be key in getting more page views, guaranteeing more recognition of the impact YIL alumni have in their landscapes.

Pre- and post surveys

Participant priorities

The subject areas *gaining an understanding of landscape challenges*, *understanding how to use storytelling*, and *gaining an understanding on connections within landscapes* tied as the top priority for participants. Following this was *connecting with others and learning from people in their network*. The third highest ranked priority was *gaining a better understanding of rural-urban migration*, followed in fourth by *gaining confidence in public speaking*. The two priorities the lowest rank by majority of participants were *building facilitation skills* and *building knowledge through the webinar series*.

Development of skills and knowledge

All participants responded that they felt all aspects of their skills and knowledge improved through partaking in the program. Out of the assessed skills participants rated that the most valuable gains in skills were in how to frame and tailor messages for different audiences (gained through the webinars), approaching people (gained through experience at GLF), as well as expressing oneself clearly (through the pre-GLF workshop).

Participants self reported that diverse facilitation tools was an area in which they didn't not gain as much a development of skills. Many stated that this was likened to the time pressure during the pre-GLF workshop, saying that the facilitator didn't have enough time to present and practice all the skills with the participants that they would have liked. Furthermore, most participants responding to the post-program survey indicated that they did not feel that they gained adequate skills in facilitating a discussion. Some linked this to a gap in the communication of what they were expected to do when assisting in facilitating a session at GLF. Some of the youth participants expressed that it wasn't clear how they should use the skills in facilitation they had been taught, and as such they didn't apply the soft skills during the sessions at GLF.

Given the input from the participants on how YIL led to the development of their skills and knowledge we can conclude that the program was successful in promoting and advancing their facilitation capabilities. However, there are several suggestions for improving future iterations of the program. First, ensure that the pre-GLF workshop is lengthy enough to fully develop the required skills. Second, that the participants are clearly told how they can leverage and practice the skills taught during the pre-GLF workshop during the actual conference. Third, that webinars are continued to be used to build knowledge in subject areas related to landscapes and GLF themes.

Participant expectations versus outcomes

The following subsection is broken down by project components. Each project component will present the YIL participants expectations for that component, followed by their perception of the outcome.

Webinar series

In general the majority of participants stated that they expected the webinars to increase their knowledge of the GLF themes, thereby preparing them to understand topics covered throughout the GLF. They also stated that they expected to gain a better understanding of the role of youth at high level conferences, in particular GLF. Finally, the majority expected the webinar series to briefly touch on the roles they would play as individuals at the GLF.



After the webinar series, the youth facilitators reported that they found the subjects presented very interesting. There was an especially high response on the webinar centered on framing and communicating to people with difference values. However, many of the youth felt that the first webinar should have focused more on basic concepts of the landscape approach, given that the content at the pre-GLF facilitation workshop didn't cover this subject.

In terms of the digital interface, the participants had no negative response beyond some stating that it didn't support a very interactive approach. Finally, several of the youth participants expressed disappointment that not all of the youth facilitators attended the webinar series as they were expected to. The participants that did attend thought this inhibited the team building opportunities during the webinar series.

Pre GLF Workshop

Prior to the pre-GLF workshop, the youth facilitators stated that they expected the workshop to be designed in a way that prepared them both with the knowledge and logistics to facilitate a session during the GLF. One participant stated that they viewed this component of the program as a "final step" to solidify and implement the tools and knowledge acquired through the webinars and social media interactions. Another expectation expressed by those who attended the workshop was community building, specifically meeting and learning from interactions with other youth from around the globe.

In general all the youth facilitators had a positive perception of the pre-GLF workshop. Many stated that the trainer David Thomas brought a great atmosphere to the workshop. That being said many were disappointed that not enough concrete facilitation tools were presented. As one participant reflected on the Pre GLF Workshop:

“ It was very interesting but in my opinion not enough to reach to goal of having good facilitators. Plus, in my opinion the role of the selected youths should go further than just moderate a debate. If the YIL is looking for an active involvement of young people in this kind of discussions the focus should change. The young people has to be on the stage as well. Of course this represent a higher risk (due to the probably less preparation of young people in comparison to Senior level professionals) and will demand more effort and other selection criteria I think it will be really meaningful.

When asked how to improve on this year's workshop, many of the youth facilitators stated that more than one day was needed, and that the workshop should not only include more time for community building, but also time during which the workshop facilitator explicitly reviews the role and goals of the youth at GLF. They also tied the impact and outcomes of the facilitation directly to how youth were able to be involved during the GLF itself.

GLF & The Youth Session

Most of the participants had a positive perception of their role at GLF. It is clear that they were excited to be included in a session, and that this inclusion inspired them. This inclusion allowed them to understand the huge importance of youth events at high level conferences. One youth participant put it well when they said:

“ We really succeeded in making the event [the session they facilitated] a little better, and I think many senior people also noticed that. They were very thankful for my help in the sessions where I facilitated, because without me they wouldn't have known what to do with Slido (the website to involve the audience). I think the YIL program is especially useful, because apart from us there were not that many youth present. So I think this program offers a great opportunity to have intergenerational interaction during the GLF!

The youth participants were also able to see the positives of having a smaller GLF this year. Many were happy that they had a more intimate opportunities to meet and exchange ideas with high level professionals, and that allowed their contribution as youth to stand out as unique. However, some did find the event a bit too busy, do to its reduced length, to draw full benefits, *“I definitely felt that my participation in the GLF was less than other years because I was almost completely busy with the rapporteur duties, facilitation session and facilitation of the youth session. The only free moment I had was during the opening ceremony and the closing ceremony where of course I found very interesting presentations and talks. There were many sessions related to my field of work but I unfortunately couldn't fully participate. I did some networking after the session I facilitate but the overall networking was limited due to the other duties and because at the end of the day I was completely tired to do it.”*

Moving forward

Given the expectations of the youth facilitators versus the perceived outcomes we can make the following recommendations for future YIL programs. First, for the webinars, ensure that all youth facilitators understand that participation is a requirement for the program. Second, always have an additional webinar to serve as an introduction to the landscape approach and the GLF, as well as youth's role at the conference. Third, ensure that the webinar platform allows for interactions with participants, and designed the webinars as such.

For the pre-GLF workshop, in the future community building and peer exchange are equally important as content. The importance of this type of community building lies with how it fosters an inclusive and understanding environment, which in turn promotes the generation of more innovative ideas. Beyond this, developing a community between participants fulfills the aim of creating connections between young professionals, that may serve them in the future. Furthermore, YIL needs to investigate the possibility of conducting a multi-day workshop, which would allow the necessary time for such team building activities, as well as to build capacity of youth across a greater scope of skills. Finally, there needs to be a purposeful period at the start of the workshop to ensure that the person or people running the workshop understand the expectation of the participants and can adjust the agenda if necessary.

Learning by listening: Evaluating the Youth Session

Perspectives on intergenerational understanding

The ethnographic reports laying the scene of the youth session at the 2016 GLF highlighted that there was a lack of more seasoned professionals with *“participants consist[ing] greatly of individuals aged 18-30 (the youth) with approximately 5 participants of an older age. [There] seemed to be a mix of specialists – students in*



the sciences, law, journalists, and those working in development. In terms of ethnicities, the room did skew towards majority Caucasians (50-60%) but there was a strong diversity in the non-Caucasians present – middle eastern, African, and South American participants. This uneven distribution of age has an impact on the possibilities of fostering intergenerational understanding amongst participant, since one generation was extremely under represented. This is an area that needs to be improved for future iterations of the project, should YIL want to foster an exchange between youth delegates and senior delegates. The importance of this type of exchange cannot be overstated. As one youth attendee of the session said when asked afterwards how he felt about intergenerational understanding in tackling landscape challenges:

“ With environmental governance, I think it is very weak. Especially being from the United States with Trump right now I think it is at the bottom of our list. And even before that it was ignored, I think seeing COP [Conference of the Parties on the Framework on the Convention on Climate Change] first hand there is not enough pressure in the international community to really tackle these issues as urgently as they need to be tackled. [...]But in general, I think that the youth have a better understanding of the problems that we are going to face and older generations have a better understanding of historical problems or the problems they have faced and that creates somewhat of a conflict in coming up with solutions. Especially when old white men are the ones who are going to govern us.

Nonetheless, many of the attendees stated in post session interviews that they felt the style of the session was conducive to foster open and innovative discussions around challenges and possible solution. One attendee said that they felt that the intergenerational understanding gap was closing, and that events like the GLF where youth have an arena to participate and exchange ideas with their peers and more seasoned professionals, is key to continuing to reduce this gap, and to foster learning and understanding between different generations. As one session participant stated, the benefit of fostering intergenerational understanding from the youth perspective is that:

“ Youth have similar concerns [to seasoned professionals] but have a different educational and cultural background. Engaging with older people gives us a better way to apply our ideas.

Clearly, investing in events like the Youth in Landscape Initiative, and high-level forums allowing youth a platform to speak is a key factor in closing the gap intergenerational understanding. This type of investment will be essential if people are to come together, across thematic areas, as well as age groups to confront landscape challenges. As one of the youth selected as a facilitator for this year's YIL program shared:



“ My recommendation would be to turn the youth session into something bigger, inclusive and meaningful. This can be done by making the session at the beginning of the GLF and giving more emphasis to the discussion time (the work itself). For this, the people have to be specially invited (transmitting all the importance of the session) in a way that represents really the youth generation. After the presentation of the results, some young representatives can be selected and sent to participate in the panels and official sessions of the GLF. In this way I will see the role of young people being well represented and taking active participation.

The key point to take away from this year's youth session is that just having a space for youth is not enough. There needs to be a priority placed on encouraging and motivating seasoned professionals to attend youth events, engage with youth, share learning and ideas, and discover solutions to challenges together.

Perspectives on the Capacity of Youth to Drive Change

The findings from the ethnographic reports and short interview with GLF Youth Session participants highlighted that most attendees felt that the session was a unique way to have youth engage with one another and formulate solutions to landscape challenges. From the analysis dominant themes that emerged were that the Youth Session was open and welcoming, that its down-to-earth approach helped make people comfortable engaging with one another, and that it was well designed to leverage the multi-disciplinary nature of the crowd. It was reported that most attendees seemed engaged in the first two video presentations by youth, but by the final one attention was drifting as there wasn't enough interaction with the attendees.

Unfortunately, much of the feedback from observers and participants of the Youth Session underlined that the discussions that took place following the presentations by youth were too theory and philosophical based. As one of the YIL youth facilitators reflected:

“ I don't know the details about how the people were specially invited to this session or if it was open to the choice of normal audience of the GLF. I think that by selecting the specific audience we can reach better goals and ensure good results...but again, I don't know how this was done. It was a very small session and as a consequence not representative of “youth”, I think that this can be improved. Second, the most important moment was the discussion in groups and for this there was too few time, this can also be improved.”

A

common theme that arose during the analysis of the short interviews and ethnographic observations was, that while groups were active and engaged in the discussions, there was too much of a focus on the drivers of rural-urban migration challenges, and that solutions took a back seat. Furthermore, many of the Youth Session participants noted that the majority of session attendees seemed to be either students or youth themselves, and as such the focus on how youth could drive change was completely absent from the Youth Session.



Feedback from session heads

The post-GLF survey sent to the Session Heads was too short to include many questions on the performance of the Youth Facilitators. Only the following question was included:

“How would you rate the advice and support provided by the youth facilitator and rapporteur involved in your Discussion Forum?”, with a multiple choice answer rating their contribution to the session from *Very good* to *Poor*.

While according to the answers provided by the session heads, indicating that 2 of the Youth Facilitators performed “Very Good” and 3 “Good”, generally speaking their contribution was positive, the lack of detail doesn’t allow for an adequate evaluation.

As such, it would be recommendable in the future to include more detailed questions. Even if the survey is short, at least an open-ended question asking for any additional comments apart from their overall opinion would already be an important improvement.

The YIL team

While working with 20 volunteers (150 in the case of the youth session) in a short timeframe and without face to face meetings is not very straightforward, the team was able to deliver a very interesting result through equitable participation. Furthermore, it served as a way to galvanize the YIL community, to feel those working in landscapes but not being able to attend the forum to still be involved.

Focus group of YIL Organization Committee

Overall group accomplishments

The overarching consensus in the focus groups for the questions related to the overall perception of the group’s accomplishments was positive. The group felt that they designed and implemented a successful program in very little time. Many participants in the focus group underscored how pleasantly surprised they were that the program came together in a short period of time. In comparison, the 2015 YIL program started initial planning and group meetings in July 2015, while the 2016 YIL program started planning meetings in late September 2016.

When underlining the positives of the program, participants often focused on the success of receiving a high level of interest in the program, which they gauged through the number of applicants, even though the application window was very small. They also spoke positively of the ability to receive funding on a short time basis to support the participants in getting to the YIL pre-GLF workshop, and GLF itself. Another common positive note throughout the focus groups was the ability to bring together a diverse range and geographically dispersed group of young professionals and youth to design and implement the project in a short timeframe.

Conversely, although a few participants in the focus groups thought that the short time frame pushed the organizers to excel, many others thought the program could have been better organized on the group, with more participants, and a larger impact, if more time had been given to the group of volunteers. A common theme in the focus group was the feeling that The GLF Organizing Committee were not attuned to the need of a volunteer group to have enough time to organize itself, when most of the volunteers are full time students

or have full time jobs elsewhere. Participants who were also involved in previous YIL iterations often stated that the priority of having meaningful youth inclusion in the GLF was diminished compared to previous years, especially compared to the 2015 GLF in Paris. Many participants that were involved in previous years drew upon their observations that there was less financial support, poorer communication between YIL and The GLF Organizing Committee, as well as a youth session that was placed in a poor timeslot, with very little attendance by GLF participants who were not directly involved in the youth session.

Group communication

Four big points were unveiled when analyzing the discussions on group communication that took place during the focus groups. First, was that the tool used for group communication, *Slack*®, was very well received. Generally, participants thought it increased transparency, allowed those designing and implementing the program to understand what was happening in other planning areas, for example being active in the design of the alumni map, but also having oversight into the newsletter group, and being able to help those other groups when they needed the extra support, without being wholly obliged to always participate in the activities for which that group was responsible.

Second, was that the means of communication allowed others to feel more engaged in the overall design of the program, since they were not slotted into different silos without the ability to move and engage in other groups. Many participants in the focus group felt that this helped them remain motivated. Overall the group expressed the desire to use this tool in future iterations of the program. Some focus group participants indicated that they had even started using it in other projects in which they were involved.

One negative aspect of communication that came up several times in the focus groups was because Slack is an informal communication tool, with multiple different channels, which for YIL purposes was divided into thematic areas (for example, social media, webinars, pre-GLF workshop, applications, etc.), the flow of information was difficult to track and summarize if one was not constantly checking the application. This could be because the tool organizes communication as a feed, with the most recent message at the bottom, and the oldest at the top, requiring the user to scroll continuously to find the last message they read. It could also be because the thematic areas were not always respected and some messages for social media were on the webinar page, for example if the social media team was asked to advertise for an upcoming webinar, and those not subscribed to the webinar thematic channel would not receive updates. One outcome from the discussion on the drawbacks of the tool was the request that the communication gaps in the tool be compensated by having a weekly, or bi-monthly team newsletter with major updates from each thematic area.

Finally, and related more to the overall communication during the design and implementation of the program, many focus group participants felt that the coordinators did not do enough to facilitate effective coordination on the ground during the pre-GLF workshop and GLF itself, nor did they do enough to communicate the discussions and decisions happening with YIL and the GLF Organizing Committee. The first point, many participants felt, led to a feeling of dissatisfaction amongst those organizing YIL, since they did not see nor hear enough how their work had contributed to the program on the ground. The second point, many participants felt, led to an uncertainty and lack of motivation to contribute in the early stages of the program since the coordinators did not communicate if and how The GLF Organizing Committee wanted to support YIL this year. Suggestions that the coordinators be more transparent in what is happening with the partner organization, and that better mechanisms for supporting the core organization team members to be at the event, or mechanisms to directly communicate what is happening on the group were suggested during the focus group. These are points that the YIL initiative should take into account in future iterations of the project.



Organization of the Youth in Landscapes team

A large change in the YIL initiative this year was the organization of those involved in designing and implementing the project. A priority was placed on having as horizontal a governance system as possible. In addition, instead of the project coordinator deciding the focal points for each thematic area, focal points were nominated within the thematic group and then decided upon within that group, either by discussion or a more formal voting procedure. The goal of the organization was to give as much power as possible to the group organizing the YIL initiative, rather than centralizing the decision-making power with the two coordinators.

Overall, the sentiments expressed in the focus groups point to a high level of satisfaction in this organization style. Most participants expressed that it helped them stay motivated, and that they enjoyed the liberty of floating between different thematic groups without having to ask permission from a coordinator. Many said that this governance and organization style really allowed the volunteer group to leverage the time those participating had to give in the most effective way since it was quite flexible to the availabilities of each individual. Many also said they felt more motivated than previous years given that they had a greater sense of accountability over the work they were doing, since they weren't being directed to do something, instead they were doing it of their own initiative and desire to engage.

On the other hand, many participants expressed doubt in the manner in which focal points were selected for each thematic group. Many felt that the role of focal point and its responsibilities was not adequately explained at the start of the program, and they felt that this led some people taking the role without fully realizing the commitment it meant, which in turn led some thematic groups to not be as active or as successful as others. It was also expressed that the coordinators could have improved on checking-in on the activities of each thematic group, in order to ensure that they were fulfilling their role, and if they weren't the coordinators should have stepped in to facilitate a solution.

Opinions of co-design process

The co-design process was key to designing this year's youth session. Instead of, as in previous years, a small group of selected individuals deciding the agenda for the session, coordinators called on all YIL alumni to design this year's GLF youth session. To do this they engaged with alumni via a Facebook page, where the pre-GLF workshop facilitator, David Thomas, incrementally asked questions to the community in order to ascertain what the community considered as relevant landscape challenges.

The general response from focus group participants was that this part of the design process was inspiring. They often stated that they felt excited and satisfied with how many people from around the world, and from past programs engaged in order to build a youth session together. They especially highlighted the positives of having different geographic and cultural perspectives in this part of the design process. Additionally, they often expressed a pleasant surprise of this approach being so successful in the short timeline YIL had to generate a theme for the youth session. In terms of using Facebook to conduct the co-design process, most participants stated they enjoyed using Facebook as a collaboration tool. They especially highlighted the positive of having the facilitator tag them in the post of question in order to remind them to respond. Given this feedback, we conclude that this part of the program was very successful and could be repeated in the future of YIL.

However, there were some remarks made in focus groups that could be taken to improve this approach in future years. First, many focus group participants said they were confused about where the co-design process was happening on Facebook. This particular confusion seems to have happened since there were two Facebook

pages related to this year's YIL activities and the pages different purposes were not clearly delineated. In focus groups, people asked that the coordinators play a more active role in stating what communication tools will be used for which purposes, so as to avoid lost time and motivation.

Areas to improve and develop further in subsequent years

The final question in the interview schedule was meant to capture any other positive points or areas to improve that were not captured in the aforementioned questions. In the closing discussions three clear areas of improvement came to light; financing, timeline, and meaningful investment in youth.

The discussion around the first topic, financing, often revolved around the need to have greater support in getting organising team members to participate on the ground at GLF. Many people also expressed disappointment in the number of youth who were supported in attending the pre-GLF YIL workshop and GLF itself when compared to Paris in 2015. Finally, they also brought up the difference they saw in partner organizations stating they were committed to youth involvement and development of young professionals and their inclusion in the closing plenary, but the dichotomy of not being supported financially to participate, when this is generally seen as the largest barrier for the youth involved in the design and organization of the program.

The second theme that was often brought up was the program timeline. While a few participants thought the tight timeline helped build pressure and positively motivate and engage organizers, many more felt that the timing of the program was not adequate, especially those that had participated in previous program iterations. Generally, these comments were framed positively, with participants stating they thought they could have had an even greater impact if they had more time to plan. Some stated though that they felt overwhelmed and a bit rushed. Many pointed to YIL being out of touch with what was happening at The GLF Organizing Committee, which caused a delayed timeline and more communication gaps than they would have liked.

The final topic that was discussed was the overall investment in youth and young professionals. There was a strong discussion between members of the organizing committee, that they would like to take the YIL program further, in order to have positive impact on youth beyond just the GLF. Many that were involved in previous years expressed a type of sadness that this evolution hadn't happened yet with YIL. Many individuals in the focus group expressed that YIL needed to find a way to build on the work that the volunteers did each year to build something that could be sustained, and can grow to foster development of youth beyond one annual program. If anything, this is a positive note on which to conclude the discussion of the focus groups, as it points to the desire of those involved to continue to generate capacity of themselves and other youth into the future.

Mentoring program

A total of 14 youth mentees completed the pre-evaluation survey, while only seven mentees - two of whom did not manage to meet their mentor at GLF - and two mentors completed the post-evaluation survey. Two of the mentee respondents to the post-evaluation survey informed us that their mentor had to cancel their attendance at the GLF, and therefore they did not meet and take part in the program.

The low response rate for the post-evaluation survey is likely due to it being distributed the week following the GLF, when participants may still have been travelling or on winter break.



In the pre-evaluation survey, the most commonly identified objective for participating in the program was “networking” (n=13), followed equally by “learn more about key GLF topics/themes” and “professional/career advice” (n=8).

Unfortunately, due to the low response numbers, little meaningful data can be drawn from the pre- and post-evaluation questions regarding confidence in key skills. However, as in previous years, the open-ended questions elicited some useful qualitative feedback and results. From the five mentees’ (who met their mentors) responses, the key ways in which mentors guided their mentees during the GLF related to networking, providing professional advice and career insights, and sharing knowledge on shared topics of interest. One mentee spoke of their mentor as a “wonderful resource for information on gender and REDD+” who encouraged them to reach out and re-connect in the future, while another said that their mentoring experience was “one of the best value times I had with a senior professional in my field!”.

However, consistent across feedback from both mentors and mentees was the desire for greater guidance and assistance with connecting with each other. A number of respondents said it would have been valuable to have had a specific time in the program, or facilitated session, for mentoring pairs to meet and where mentors and mentees could also network with other participants in the program. Similarly, both mentors and mentees highlighted challenges in communicating with each other and arranging meeting times. One mentee suggested that introductions be done at least two weeks prior to the GLF, while another recommended additional guidance and follow up from YIL in the case of non-responsive or non-attending mentors/mentees.

Registration and matching process

It should be noted that there appeared to have been technical issues with the integration of mentoring program registration with GLF registration. CIFOR provided YIL with details and responses of all those who registered to take part in the mentoring program. However, when contacted to confirm their participation, a substantial number of mentors responded to state that they had not in fact registered to take part. The two-phase registration process also caused some confusions regarding expressions of interest compared to final registrations.

Integrating registration for the mentoring program into the GLF registration did appear to result in a larger number of senior professionals registering to take part as a mentor. In future, it is recommended that YIL provide registration questions to CIFOR at an earlier stage and be given the opportunity to review the registration form prior to it being launched, to ensure these questions have been structured correctly. Furthermore, YIL needs to be reassured that CIFOR will provide the registration details of all those who register to take part in the mentoring program.

Budget

Table 11 shows the budget details of the 2016 YIL program.

The YIL team would like to thank the Global Landscapes Forum for providing scholarships for youth facilitators, and for covering the costs of the pre-GLF youth workshop, the youth session and marketing. Thank you to the Global Forum on Agricultural Research (GFAR) for providing this project with access to your webinar software. And finally, thank you to the volunteers without whom this project would not have been possible.

Table 11. Budget of the 2016 YIL program

Number	Description	Vol	Day	Amount (USD)	Full amount (USD)	Notes
1	Youth facilitator scholarships (x4)					Provided by GLF
	Per diem and visa fees	4	1	\$467,25	\$1.869,00	
	Economy flights	4	1		\$3.008,00	
	Accommodation	4	5	\$50,00	\$1.000,00	
	Sub total				\$5.877,00	
2	Online training					
	Webinar subscription fee	1	1		\$30,00	In-kind by GFAR
	Sub total				\$30,00	
3	Pre-GLF workshop					
	Catering	20	1	\$65,00	\$1.300,00	In-kind by GLF
	AV equipment hire	1	1	\$200,00	\$200,00	
	Sub total				\$1.500,00	
4	Youth session					
	Sound system, Simultaneous Translation, Interpreters (2x), Projector and Screen and room rental	1	1		\$7.500,00	In-kind by GLF
	Sub total				\$7.500,00	
5	Marketing					
	Webmaster assistance	2	15	\$200	\$6.000	in-kind by GLF
	Summary report design	1	1	\$200,00	\$200,00	in-kind by GLF
	Sub total				\$6.200,00	
5	Staff					
	Coordinator(s) time	2	5	\$350	\$3.500,00	Covered by CIFOR
	Coordinator travel to Marrakech	1			\$2.000,00	
	Volunteer organising team time	5	50	\$175	\$43.750,00	
Total	Sub total				\$49.250,00	
	Total event cost				\$26.607,00	
	Event cost (including volunteer time)				\$70.357,00	

Conclusions

Over the past four years, through its various on- and off site components (webinars, mentoring programme, workshops, the youth session) YIL has empowered 150 youth and provided them with skills to meaningfully participate in GLF and have increased impacts in their landscapes.

A smaller scope of 2016 GLF as compared to 2015 implied a smaller scope of YIL as well. Available time and budget, as well as coordination with GLF were additional difficulties that made for a more challenging organization process. However, even with the constraints faced by not only YIL but also GLF, this year's program implementation was still successful. Through collaborative design the same amount of program components were implemented, while achieving the same quality.

Table 12 shows the achievements of the program in terms of contributing to the objectives, and recommendations for next year based on this year's lessons learned.

Table 12. YIL 2016 Program achievements and recommendations for 2017

Program objective	Achievements	Recommendations for YIL 2017
Support a strong multidisciplinary, geographically diverse youth presence at 2016 GLF, especially from Northern Africa and the Middle-East	<ul style="list-style-type: none"> + Diversity of YF from 8 countries, 25% MENA representation and 600+ of applicants 	<ul style="list-style-type: none"> - Inform YIL organizing committee at least 6 months before GLF to allow more time for selection procedure - Ensure youth participation and multidisciplinary is measured in registration forms
Increase recognition about how youth are driving innovative ideas/projects/campaigns through showcasing their stories	<ul style="list-style-type: none"> + Successful Youth Session with storytelling about and solution finding for a relevant landscape issue, + Alumni map with 31 stories, showing the impacts YIL alumni have on their landscapes 	<ul style="list-style-type: none"> - Make the session more dynamic, with more back and forth and engagement with the audience - Stronger Focus on solutions - Better market alumni stories map to increase visibility of YIL - Integrate alumni stories map in larger alumni framework
Foster intergenerational understanding and new partnerships between youth delegates and senior delegates at the 2016 GLF in Marrakesh	<ul style="list-style-type: none"> + A Youth Session design with emphasis on intergenerational interaction + Mentoring program with 32 matched mentoring pairs + Mentors helped mentees with networking, providing professional advice and career insights, and sharing knowledge on shared topics of interest 	<ul style="list-style-type: none"> - Better timeslot for the session - Better marketing of the youth session to ensure senior professionals participation - Earlier and improved integration of mentoring registration into GLF registration; earlier introduction of pairs - Host a mentoring meet-and-greet and networking session early in the GLF program

Table 12. Continued

Program objective	Achievements	Recommendations for YIL 2017
Build capacity of young people to meaningfully participate in the 2016 GLF	+ Facilitation Skill building of Youth Facilitators at the pre-GLF workshop	- Increase number of workshop days
	+ Skill and knowledge building of youth through Webinars	- Increase sense of community of the participants (interactivity, more time to allow for more motivational elements, group activities) - Ensure stronger commitment of Youth Facilitators through an application process that includes personal interviews
	+ Youth successfully facilitated all GLF sessions	- Better communication between YIL and GLF organizing committees to ensure clarity on the facilitator's' role
Strengthen youth capacities for organizing Youth-session event	+ More inclusive organizational process, co-designing the youth session with a large group of alumni	- Need to focus on getting new youth involved in program design and implementation - Develop tools to motivate volunteers - Improvements on live-streaming the session

The focus on building the capacity of youth beyond those selected to participate in the program was unique. By using a co-design process to create the youth session, YIL inspired youth across the globe by showing them they could connect, even by purely virtual means, to design something that could have impact from the bottom up. In the post program focus groups many members of the organizing committee expressed pride and excitement at what the group was able to accomplish through the co-design process. The success of the co-design process created a template for future programs that allows a large group of people around the globe to come together and form a community to decide what they believe is an important issue to tackle.

The organising team's democratic governance also lends evidence to the idea that achievements can be made when not following the traditional governance structure for program design, but by being more inclusive and openly fostering creativity and innovation.

Involving youth in finding solutions for complex landscapes problems is essential, both because they have the potential to meaningfully contribute - as demonstrated by the YIL program - and because they constitute the generations that will be most affected by these issues.

GLF announced its vision to reach one billion people. For this to be done in a meaningful way, it needs to include young people. Therefore, in future years of GLF, youth should be given a seat at the table through a better resourced and more integrated YIL program, with more support from and a better communication with the GLF organizing committee.

The time has come not just to use GLF as an opportunity to build capacity for youth once a year, but to build capacity for youth so that they can sit side by side with decision-makers, and subject matter experts in confronting landscapes challenges now and moving into the future. The future will be the inheritance of youth and young professionals today and it is time that they are meaningfully allowed to contribute to decisions that will directly affect their livelihoods and the quality of the planet.



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