

International workshop on para-ecologist programmes

held at the Biocentre Klein Flottbek, University of Hamburg / Germany
14th – 17th June 2011



Workshop documentation

Funded by the



List of participants

Name	Institute / organisation	Country
Abwoli Y. Banana	Makerere University, School of Forestry, Biodiversity and Tourism	Uganda
Anne Gérard	University of Hamburg	Germany
Bettina Koelle	Indigo development & change	South Africa
Caleb Ihaji Analo	KENYA POLLINATION PROJECT UNDER NATIONAL MUSEUM OF KENYA	Kenya
Emmanuel Luoga	Sokoine University of Agriculture	Tanzania
Feyera Senbeta Wakjira	Institute of Development Studies, Addis Ababa University	Ethiopia
Fred Babweteera	Royal Zoological Society of Scotland	Uganda
Gerald Eilu	Makerere University	Uganda
Hansford Hungito (Nowatuo)	New Guinea Binatang Research Centre	Papua New Guinea
Jörg Ganzhorn	University of Hamburg	Germany
Joseph Bahati	Makerere University	Uganda
Kolipaka Srinivas Shekhar	Wildlife and Nature Management Consultant	India / Netherlands
Moses Mwangoka	Tanzania Forest Conservation Group	Tanzania
Nasoavina Christin	Association Mitsinjo	Madagascar
Rainer Dolch	Association Mitsinjo	Germany / Madagascar
Reginald Christiaan	Intern at the Ditsong National Museum of Natural History in Pretoria\ ARC	South Africa
Tene Kwetche Sop	University of Hamburg	Germany
Tianasoa Honoré Ratolojanahary	Association Mitsinjo	Madagascar
Ute Schmiedel	University of Hamburg	Germany
Vilho Snake Mtuleni	SASSCAL c/o DRFN	Namibia
Vojtech Novotny	New Guinea Binatang Research Center	Papua New Guinea / Czech Republic

Tuesday, 14th of June 2011

Opening and welcome

Ute opened the workshop and welcomed the participants

Introduction of participants

The workshop participants introduced themselves to the group through an imaginary third person (i.e. friend, relative or colleague of that participant)



Photo: Introduction of participants: Joseph introducing himself to the group from the perspective of his wife.

My experiences

We interviewed our neighbour about his/her experiences in the field of para-ecology and shared this with the group.

The following aspects emerged from the group:

- People based issues: Communities know and have a good understanding, good to work with them
- Para-Ecologists should start young and mature to become more involved

- Local people tracking animals and also handle people/animal conflicts on livelihoods. Local people know the area well.
- Para-Ecologists create income, and attend to tasks while the researchers are away (e.g. long-term monitoring).
- Challenges: How to train Para-Ecologists?
- How to make para-ecologist programmes sustainable?
- Learn more about local names and use of plants
- Sharing local knowledge amongst local farmers (voluntary level)
- Linking resources and people through the para-ecologist approach and organising para-ecologist programmes
- Para-ecologist know location, ecology, names and use of plants
- Para-ecologist collecting species
- Linking researchers and community: for example collecting scorpions
- Project research involving local and their experiences
- Lemurs training in Madagascar -> studying species and behaviour of new species: Great Bamboo Lemur (Protection of new animal species from people)
- Para-Ecologists within BIOTA
- Plants + Biodiversity: Insect - plant relationships, photographs, identification, sampling, working in group, ID plants by local names (collecting, pressing + cataloguing samples)
- Multidisciplinary approach to conservation, conserving rare and threatened species
- Local communities to help with local tracking, also reforestation
- Field stations: research, training of para-taxonomists. Also involve poachers to discuss alternative livelihoods.
- Key issue: involvement of para-ecologists in publications as co-authors
- Biodiversity monitoring: collecting, analyzing and dissemination of data. Started with BIOTA continued work at national museum
- Working across the agricultural landscape, ID continues. Needs for communities e.g. solar systems
- Co-ordination of para-ecologists programme BIOTA
- Ecology of rain forest: insect and plant interaction; 18 Para-Ecologist from 18 communities
- Selection process: Para-ecologists start off as field assistants then become a para-ecologists
- Para-Ecologists: Once of training and continued training
- Biodiversity facilitators approach: interact between land users and scientists
- Also facilitators between all stakeholders, awareness raising with children
- Working with local people during research, knowledge exchange and wider application
- Interactions: people and plants, between students and local land users. Learn from each other; build own capacity
- Challenge: language, training community representatives, once trained at this level it could lead to other employment opportunities
- Linkages: interaction forest, people; driven from University medicinal, medicinal plant use
- Challenges: continuity beyond project time scale

Aims of the workshop

The following aims of the workshop were identified and agreed upon:

- Get an overview what programmes are out there?
- What are the benefits (for whom??) and challenges of Para-Ecologist programmes?
- How to mainstream the Para-Ecologists projects? (Where from here?)
- Define term Para-Ecologist (who can become a Para-Ecologist?)
- What does Para-Ecology entails
- How to make Para-Ecologist programme sustainable
- Outline of joint publication(s)
- To network among each other
- To learn from each other
- Develop network for information sharing and services of Para-Ecologists
- How to ensure intellectual property rights
- What is the scope of the Para-Ecologist programmes? What could it be?

Review programme

The workshop programme has been reviewed and agreed upon.

Team contract and house keeping

The following rules for working together during the workshop have been agreed upon.

- Punctuality at start to end, but be flexible
- No academic titles
- Try to avoid side noises
- Speak slowly and clearly
- Listen when somebody speaks
- Respect each other's opinion
- Avoid academic jargon
- Provide possibility for translation
- Group work and feed back
- Participation of all
- Leave the room in clean condition
- Do not disappear without good reason
- Be sensitive to different cultures

Typology of Para-Ecologist programmes

In order to get an understanding of the different para-ecologist programmes out there, we split into groups representing the para-ecologist programmes we come from. Each group wrote their feedback on the following three aspects on cards of different colours:

- 1) Objectives of the approach (What does the programme aims to achieve?)
- 2) Contents of the para-ecologist work (What do they do?)
- 3) What is the institutional arrangement (supervision, affiliation etc.)?

The feedback per group was clustered thematically and compiled on brown paper:

1) Objectives of the approach

Integrate local knowledge into research: Enhance communication between land users and scientists for mutual learning; Integrate LK into research

Development: Improvement of livelihood; Development: alternative incomes, sustainability issues, increase capacity

Create job opportunities: Assessing alternative sources of community livelihoods; Increased earning capacity

Bridging the gap: Make biodiversity knowledge applied in village communities e.g. agriculture and forestry; Improve communication between scientists and land users; Involve community members into the research; Improve relations between NP and local communities; Empower land users to understand, use and implement scientific results; Experience sharing, networking within and outside the group; Make biodiversity knowledge more accessible for general public (village communities); Environmental education and sensitization

Contribute to applied research: Provide reliable information to reliable National Park visitors (e.g. tour operators for tigers (TOFT Guide programme development); Monitoring of forest condition and livelihood of forest adjacent communities; Monitor and document land use patterns in Kakamega; Biodiversity trends for sustainable management

Capacity development: Training of research assistants and mediators; Education: awareness, win hearts, change minds and provide training; Open educational opportunities in biodiversity; Capacity Development at various levels (research communities and students); Organise local winter- and summer schools for children -> Eco activities

Collecting research data: To support research activities; To allow research throughout the year; Make basic biodiversity research more efficient; To collect wild life data during surveys; Enhance understanding of evolutionary biology; Assess trends in pollinator abundances and distribution

Conservation: Conservation of rare medicinal species (endangered plants in gardens); Make biodiversity research better connected with conservation; Conservation: biodiversity conservation, habitat connectivity, ecological services; Organising / coordinating local conservation action (Biodiversity support group); Link climate change with forest ecosystem dynamics and community livelihoods; Forest restoration; Biodiversity Conservation

2) Content (what do they do?)

Biodiversity Monitoring: Annual plant monitoring and fixed point photography; Periodic animal censuses; Climate change adaptation surveys; Transect sampling in forest agro-ecosystems; Periodic forest resource assessment by researchers and PEs; Biodiversity monitoring; Climate monitoring weather stations; Land use Land cover change analyses; Long-term rainfall and temperature data; Monitoring human-wildlife conflict dynamics; Monitoring threats to biodiversity e.g. poaching; Zoonotic diseases monitoring (great apes / humans); Tree phenology long-term data collection; Monitoring frogs and fungus; Reforestation plots; Monitoring Greater Bamboo Lemur.

Data collection: Survey work; Data collection (behavioural, geographical, habitat quality -> Ecological); Primate behavioural ecology long-term data collection; Field data collection and recording

Specimen collection and ID: Sample collection faecal, feeding remains; Collection of plants and insect specimens for research; Plant and insect ID; Digital photography of plant and insect specimens; Morphotyping (insect specimens); Collection of relevant specimens (plants, soils); Microscopy; Prepare export of specimens for further analysis overseas

Livelihood assessment: Forest use in connection with livelihood assessment

Publication: Co-author publications

Maintaining infrastructure: Databasing; Data base management; Maintenance of infrastructures (weather stations)



Hands-on conservation / restoration:

Reforestation (seed collection, tree planting, tree nursery management); Conservation breeding of frogs

Interactions: information, expertise, environmental education, local involvement, training in tourism); PE are involved in conflict resolution situations; First aid (emergency) before they go to proper health centres); Assisting international student projects; Workshop seminars for local community members and schools; Bridging the gap between researchers and land users; Organising meetings and training and co-facilitate them; Train local assistant in research; Training university students (in frog breeding for instance)

Tourism: Contribute to increased visitor experience

Schools and awareness raising: Each guide shares some time with local school children; Awareness raising such as ecoschools (BIOTA); Community awareness and consultation; Developing education material targeting grassroots and students

Capacity Development: Project management and budget management

Outreach and outscaling: Present PE project to broader scientific community / attend conferences; Attend training courses and conferences

3) Institutional arrangements (supervision, affiliation, etc.)

Affiliation: Affiliated with a local NGO (not employed by projects as such); National Museum of Kenya and Kenya Pollination project, Kakamega Environment Education Programme; Stand alone NGO (not affiliated with institutions); Affiliated to individual research programme; Placed with parastatal research organization

Employment: Employment full-time / permanent basis; Trained and employed by field stations (and other similar projects across Africa); Employment on contract bases; Payment not regular salary but linked to particular projects; Employment by independent researcher / student

[Based on the question of employment a discussion arose on what is permanent, fulltime employment etc. We agreed on the following definition: Level on employment: on demand = on pay per day; part time = weeks or months; full-time = 1 year plus, long-term employment]

Training: Short term training as part of CD; Annual training courses & on the job training

Peer training and co-training with students on the job

Supervision: By NGOs / researchers; By project coordinator with academic background; By independent auditors; By researchers; supervision always combined with training; Local organizing structure by the Biodiversity Support group -> para-ecologist give feedback and accountability

Some examples of Para-Ecologist work (power point presentation)

At the end of the day and the morning of Wednesday, Hans and Rainer gave powerpoint presentations on their para-ecologist programmes in Papua New Guinea and Madagascar, respectively. Ute showed the participatory video ("Bridging the Gap") of the BIOTA para-ecologists on their activities.



Closing reflection

End of workshop (5 pm)

Wednesday, 15th June 2011

Opmaat and reflection

Three groups of 6 persons has been formed to reflect on the daily activities every morning starting at 09:00 reporting on the previous day activities, lessons learned and the challenges. The reflection group gave an overview of what happened the previous day.

Presentation on para-ecologist programmes (continued from Monday afternoon)

A power point presentation on the Madagascar experience presented by Rainer.

A video by the activities of BIOTA para-ecologists (*Bridging the gap*) has been presented by Ute.

Role play on delights and challenges of para-ecologist programmes

We formed three groups of 4 to 6 people. Each group reflected delights and challenges from para-ecologist experiences. Subsequently, the groups presented some of these issues in a role play.



Photo: Group work to discuss role play on challenges and delights of para-ecologist programmes (left) and role play in action (right)

Reflection on the role play:

- Accurate field work and scientific rigour
- Payments: what's appropriate for whom?
- Field work schedule: may conflict with personal needs and culture
- Long time planning needed to allow for personal preparation of Para-Ecologists: But how does this fit with project requirements
- Power relationships between researcher and Pare-Ecologists (Who has got the money?)
- Community benefit needs to be clear
- Opportunity of employment but technical equipment may raise suspicions
- Friction between project staff (including Para-Ecologists) and rest of community (behaviour etc)
- Trust between elders and Para-Ecologists delicate: huge expectations/communication gaps
- Para-Ecologists may no longer want to be part of the community (snobbism)
- Mismatch between expectations and delivery
- Challenge: dealing with conflict and dispute

- Identifying of Para-Ecologists: Local versus foreigners, geographic identity
- Defining the entry point for point for research in community
- Conservation not always first priority, wrong expectations
- Unrealistic expectations of researcher on abilities of Para-Ecologists
- Lack of institutions locally to support Para-Ecologists system needed
- Para-Ecologists are not always local
- Local jealousy
- External limited local insight
- Communication between foreigners/experts and Para-Ecologists
- Taking enough time to plan research
- Complexity of resource tenure: who owns/control access?
- Tension between local structure and project: How does the Para-Ecologist bright the gab
- Para-Ecologist needs good support structure
- Para-Ecologists can be insecure employment if there is conflict
- Selection process of Para-Ecologist: skills related, language barrier, social barrier, communication
- Gender challenges
- Age restriction? Dynamic?

Visit of Detlef Hanne from the Volkswagen Foundation

During the afternoon programme of the day Dr. Detlef Hanne, a representative of the Volkswagen Foundation who sponsored the workshop, visited the participants while they were busy with the workshop daily activities.

Discussion of definition

We had a long discussion and debate on an appropriate definition of a “para-ecologist” with no satisfying outcome. Therefore a task group was asked to come up with a straw dog on Friday morning.

Among other issues, we discussed the question about the entry level of a para-ecologist and when is someone not a para-ecologist anymore? If somebody underwent formal (academic) training, is he/she still a para-ecologist? The main argument against that was that a para-ecologist is by default somebody who did NOT have academic training in ecology. Otherwise they were ecologists.

The other topic under discussion was whether para-ecologists are often or always young. In the course of the discussion we agreed on the point that the advantages of employing a young para-ecologist are: the open career path, enthusiasm, computer literacy, physical fitness, capacity development for a young person who has a lot of opportunities to use the training for their future career.

The advantages of the employment of a more mature para-ecologist are the greater chances that this person holds and can pass on local knowledge, the greater respect of elders towards a more mature para-ecologist.

We largely agreed that the decision for a more mature or a younger para-ecologist depends on the specific task and the aim of the project. Ideally, younger and more mature para-ecologist would have the chances to learn from each other.

Strengthening Para-Ecologist strategies

We discussed in groups and documented on cards the elements of a robust para-ecologist approach. The results of the group work are listed below:

Elements of robust Para-Ecologist approach:

- Gender and age balance within para-ecologist team
- Network / Association of para-ecologists (national, regional, global)
- International network (as support for sustainability)
- Para-ecologist associations in place (formalised by laws)
- Para-ecologist data base (include specialities, skills and experiences)
- Para-ecologists need to be given responsibilities (financial, logistical etc., management) for the sense of project ownership
- Help para-ecologists to build own projects
- Ownership of the project by Para-ecologists and communities
- Provide para-ecologists with feedback on research results
- Involve LOCAL Para-ecologists (whenever possible)
- Refresher training programmes (new methods etc.)
- Develop structured training programme
- Develop standardised training programme curriculums
- Para-ecologists need management structure (team leader) to help with problems
- Para-ecologists need to work in teams (groups), not alone
- Optimal size of para-ecologist team
- Health insurance
- Multi-disciplinary para-ecologist team (e.g. wildlife, forestry etc.)
- Development of multi skills within the community
- Para-ecologists to have clear career prospects (within organisation – team leader,; and outside organisation – job market)
- Provide opportunities for jobs within other related projects
- Diversify fields of research (to kill monotony) and enhance skills
- Formal long-term contracts
- Para-ecologists need interaction with researchers / students (advice, training, ...)
- Be realistic with what para-ecologists can contribute re: individual skills and personality
- Create job opportunities for para-ecologists
- Leave behind some of the equipment / materials, e.g. cameras, rain gear etc. (for the para-ecologist association)
- Para-ecologists need sense of reciprocity and fair balance between them and researchers (overseas travel, training, opportunities, results presentation)
- Para-ecologists participate in professional meetings, congresses and conferences esp. International meetings
- Praise para-ecologists for good performance and appreciate
- Incentives: optimum payments, trainings and certificates, recognition
- Regular reflection on problems, achievements, performance -> link to salary

Challenges of para-ecologist programmes

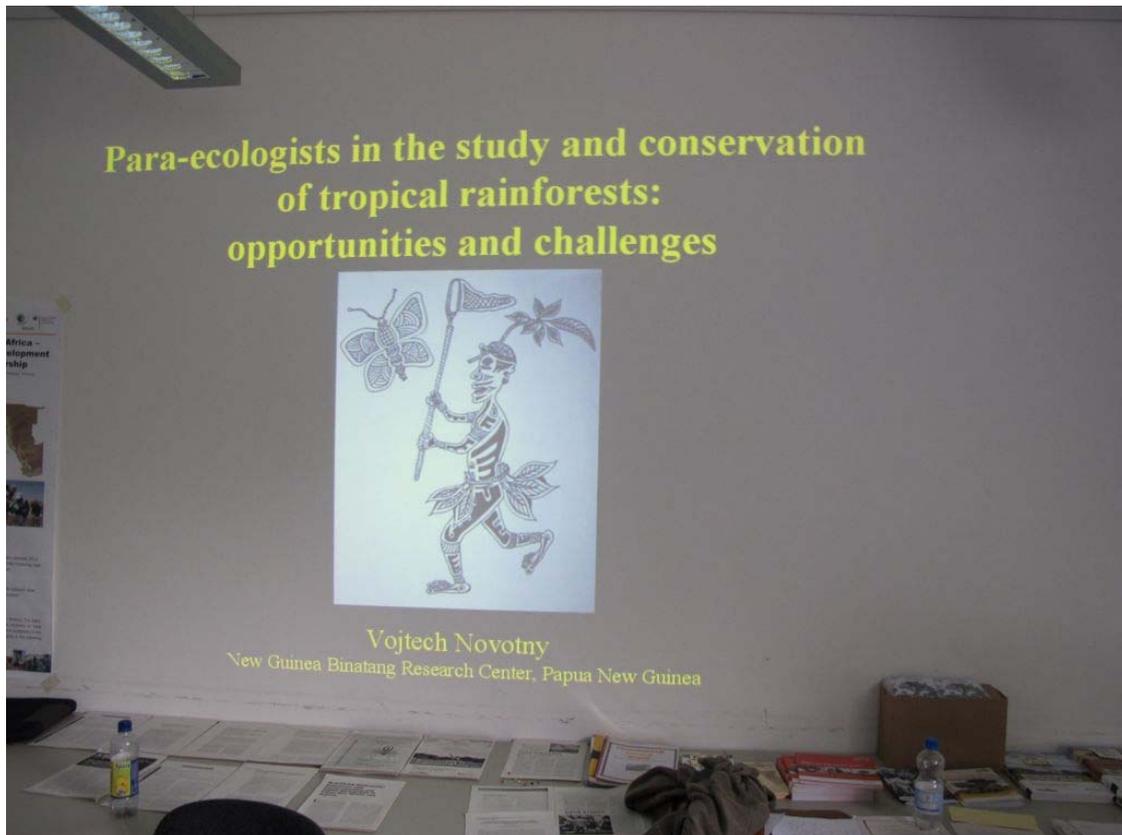
- Lack of day to day supervision (face to face)
- Jealousy within the community
- Conflicts / competition between Para-ecologists and formal government employees
- Tension between work schedule and social responsibilities in the community

Delights of para-ecologist programmes

- Cost effective for project
- Time saving for community and scientists
- Satisfaction (for para-ecologists) through teaching in the community
- Proud to document biodiversity

Presentation by Vojtech on their experiences and the way ahead

(the ppt slides of the presentation will be provided as a separate file).



Field trip briefing

Closer of the day

Thursday, 16th June 2011

Field trip excursion

We visited two nature reserves within the city of Hamburg. In the morning we visited the Nature reserve Die Reit in the south East of Hamburg. Die Reit is the area of a former brick building factory (until the 1930ies) and has later been used for basketry that planted many different willow species (*Salix* spp.) on the premise. Since 1973 Die Reit is declared as a nature reserve and is currently managed by the NABU Naturschutz Bund Deutschland e.V. (Nature Conservation Society in Germany). Sven Baumung gave us a 2hours tour around the reserve, introduced us to flora and fauna and particularly discussed with us the delights and challenges of the involvement of volunteers into their work at Die Reit.



In the afternoon we visited the Nature Reserve Naturschutzgebiet Boberger Niederung which is only 20 min by car to the north of Die Reit. Boberger Niederung has large dune areas that derive from the last ice age period and some wetlands. Boberger Niederung has an Information Centre that informs local people in - particular school children - on the ecology of the area. Malika Sandabad and Lisa Metzger, who do they voluntary ecological year at the Information Centre of Boberger Niederung guided us through the dunes and discussed with us why they became a voluntary worker at the centre for one year, where they want to be in a few year and what the challenges and delights are of working in a place like this.



Evening with barbecue and music

In the evening we enjoyed a nice barbecue and music which we shared with other colleagues from University of Hamburg who came to meet the workshop participants.



Friday, 18th of June 2011

Opmaat – reflection on the last two days

Reflection on the field trip

- Involvement of children and youth in nature conservation very positive
- Sometimes active and positive people are hidden and contribute a lot
- Need for volunteers in research towards awareness raising
- Structure to co-ordinate activities of volunteers is important
- Attractive for funding organisation
- Destruction: Para-Ecologists and/or volunteers are competing for the same job
- Can Para-Ecologists train volunteers?
- Learning from each other with fun (amateurs and experts together)
- You must have interest in nature conservation to be a good Para Ecologists /volunteers
- Sharing practical experiences is powerful
- You must have a "volunteer feeling" from head to heart
- Instill passion about nature for future careers not necessary ecology
- Leadership is important (personality) and inspiration
- Training not just for technical skills but for the development of the person is important
- Important to involve communities around reserve
- Management issues: engage in various activities
- Linkage: Para-Ecologists to University is important to support people and other institutions
- Short term volunteer versus long term engagement
- Public relation: How do volunteer and Para-Ecologists know about possible opportunities?
- Important not be "alone" as a Para-Ecologist or volunteer but rather a powerful peer group that support learning
- Constructive engagement and good time management should be very well organised
- Gender dynamic in volunteerism?

Review definition of para-ecologist

A working group was tasked to develop a definition, which was up for discussion and was developed further by all participants. The final definition that everybody agreed upon is:

"A para-ecologist is an expert with local knowledge, being largely trained on the job in one or more fields of ecological science. He or she enhances communication between local and scientific communities, thus contributing to both scientific research and local development".

We also agreed that more details about aim, content and formal context needs to accompany this definition and should be in line with the outcome of our discussion during the workshop.

Planning next steps

Participants buzzed with their neighbours on their ideas about the next steps towards para-ecology. The following ideas were collected and grouped thematically;

- Booklet on Para-Ecologists (including what is a Para Ecologist)
- Paper on Para-Ecologists for local training

- Guidelines for Para-Ecologists
- Create a Para-Ecologist network
 - National and International?
 - Platform, structure, website
 - Aim: Promote Para-Ecologists awareness and expand Para-Ecologist approach “mentoring young people”
- Para-Ecologist website/Para-Ecologist Newsletter
- Curriculum for Para-Ecologist regional/international level
- Funding perspectives
- International Para-Ecologists conference and workshop

From this list, we identified three main themes to be unpacked further by identified groups (i.e., a champion and members):

- 1) Forming an international network
- 2) Compiling a booklet on para-ecologist programmes
- 3) Training and Capacity Development (Curriculum) for para-ecology
- 4) Compiling a peer-reviewed paper on para-ecologist programmes (this has not been discussed in a group but postponed for discussion in the plenary)

The three groups came up with the following results which they presented to the plenary:

Group 1: Developing a Para-Ecologist network

Why network?

- Awareness raising among project
- To facilitate job opportunities
- Advertise ideas
- Strengthening own capacities
- Learning from each other
- Gathering information on existing initiatives

What should it comprise?

- Website:
- Case studies sharing
- Project activities of individual Para-Ecologist/ project managers
- Profiles of Para-Ecologists initiatives
- Acknowledge Para-Ecologist as professionals
- Publications of training/funding opportunities
- Hosting, managing and funding
- News letter to inform about events

Structure of the Network:

- Chair(s) and members core team
- Membership fees or external funding (IUCN funding)?
- Conference: Regional and international

Potential names of the network:



- International Network of Para-Ecologist's programmes global
- Society: International society of Para-Ecologist

Group 2: Booklets on Para Ecologists - Guidelines

- Vol 1: For hosting organisations and donors interested in applying the PE approach
 - Background: the development of the PE concept
 - Why investing in PEs is a good idea – using examples from successful PE interventions and learning and results
 - Explain the important linkages between volunteers, PEs and scientists – what is important in maintaining a balanced relationship
 - Learning from each other in a balanced and equitable learning partnership
 - Language and cultural barriers can be overcome/ mediated - summarise: what are the problems and how can they be overcome (Table)
 - Do's and Don'ts of planning, employing and working with PEs
- Vol 2: Guidelines for the PEs: How to be a good PE
 - Intro: Why being a PE is cool - Passion and interest in nature – how you can turn this into your profession.
 - How to be a good PE Work ethic – what are important requirements, how to work professional; How to share local knowledge and learn from science? Working in a team, being accountable, managing funds, avoiding dangerous situations, dealing with conflict etc. BUT FLEXI FLEXI
 - Technical section on methods: choice of some standard methods – explained with photos: e.g. vegetation plots, tree monitoring, use of GPS, etc.
 - Getting support from the PE NETWORK (see above)

Further ideas that emerged from this group were:

- Newspaper for local people – international
Has been identified as being in the responsibility of the PE Network
- Brochure & Poster for local people –national
 - What is a para-ecologist?
 - What is the objective of para-ecologists
 - Simple and clear explanation (not scientific jargon)
 - Short stories: para-ecologist activity from around the world with photos
 - Short and sweet!

Group 3: Training Capacity Development (Curriculum Areas)

Objectives of the training

- To ensure a better understanding of the purpose of Ecological research and local involvement
- Clarify the roll of Para-ecologist in the research process
- Equip the Para-Ecologist with technical skills
- Improve the communications (language) skills
- Ensure that quality/ reliable data are collected

Structure/ Strategy of training

1. General/standardised aspects e.g.

- a) Use of computers, cameras, GPS', maps, binoculars microscope etc...
- b) Communication skills
- 2. Specialised training
 - a) Within fields of study e.g. entomology, botany primatology
 - b) For individual countries or research institutes or projects
- 3. Mentorship of juniors by seniors

Levels of training

- 4. Training at international level
- 5. Training at national level
- 6. Training at project level

Award

- 1. Certificate (issue a certificate at the end of research project)
- 2. Letter of recommendation (at the end of the project)

Action plan (next steps)

What	Who	By when
PE concept summary for VW Foundation	Ute (Jörg)	25/06/2011
Draft and publish scientific paper on PE'S	Lead Voijsa, Ute and Team	End of 2011
Completion of workshop report for VW Foundation / first e-mail to participants	Ute	5 July 2011
Circulate address list and group photo	Ute	22/06/2011
Sharing photos and files on flickr	Tene	25/06/2011
Submit full names and request to Ute for certificate. Ute will e-mail certificates as pdf files	Ute, participants and Tene	5 July 2011
Discuss PE network and take it forward by e-mail (website)	PE network task team	End 2011

Files sharing

During tea break there was the opportunity to share publications on the Para-Ecologist activities and photos from the workshop as electronic files.

Workshop evaluation

What I liked

Logistics / organising was well prepared
Excellent arrangement and preparations
Programme covered the intended purpose
Great team work
Weather was good
I don't have anything to say, all was good
Mix of experiences
I liked the presentation
Presence of PEs
Internationality
Workshop planning was excellent
Workshop was in a cordial environment
Team participation was very good
Innovative sharing methods
Outstanding facilitation skills of Tini and Ute
Workshop organizations and arrangement, accommodation, materials, etc. were great
Commitment and zeal of the organizers and facilitators was very great
Everybody came and was passionate about para-ecology
I am happy because I learnt many things
Very good, open interactions
Flexible programme
Good workshop facilitation
Overall organization and facilitation very good
Sufficient time allowed for discussions
Realistic way forward
Enjoyed mixed grouping, delight to know different people

What was not so good:

Could have had more people of the University at the party (esp. students)
Gender imbalance
Too little time to cover all aspects adequately
Comprehension of English as Workshop language
Internet in-accessible from the hotel, nobody can help us
Would be nice to have more students from the University at the workshop for interactions
Time of workshop was too long – tired
Too few pauses
Hotel beds were not comfortable
Some redundancies in workshop agenda / schedule
Return of participant before end of workshop
Missed my normal food
No presentation of each participant

For next time I would like to suggest:

More PEs on board
Hotel with internet facilities
Party might have been better the last evening
Goal not clear at the beginning
Need documentary after conference (DC / paper)
Needed some technical papers presented on the theme
Gender imbalance to be worked on

More interactions with University: Public lecture or students
More powerpoint presentations of the participants
Revisit expectations discussed at the start to determine progress
Last day should end early to allow early travelers to pack
More group work on regional / continental level
Workshop hours should not be too long
Party on the last day
Everybody stays for the entire time
More time to explore the environments esp. visitors from far
Accommodation more comfortable hotel
Consider translation into other languages
More time for interactions
Have the workshop where some of the participating PEs work

Closure: Mental gift



End of workshop

