



DEVELOPMENT AND EXECUTION OF THE INTERNATIONAL COURSE ON WETLAND RESTORATION 2003

Summary Report

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Colophon

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* AZTI, German Waterboard Kreis Borken, International Agricultural Centre, IVIO, Ministry of agriculture, nature and food quality, Ministry of transport, public works and water management, Municipality of Arnhem, Municipality of Losser, Nature Monuments, NUFFIC, Province of Overijssel, Ramsar Convention Bureau, Royal Dutch Embassies of Bangkok, Moscow, Jakarta, Praag & Bratislava, RWS Directorate IJsselmeergebied and RWS Directorate of South Holland, RWS RIZA, State Forestry Department, Tourist and recreational board Enschede, Utrechts Landschap, Wageningen University, WWF-Netherlands, Wetlands International.

SUMMARY

The fourth International Course on Wetland Restoration was held from June 1st until July the 2th, 2003. Fourteen participants from 13 countries with a various level of knowledge and experience took part in lectures, workshops, case studies and excursions. Most participants were relatively young, open and very eager to learn. The atmosphere in the group was (very) good according to the participants, staff, coaches and lecturers.

The course has concentrated on five phases in a wetland restoration project: problem recognition and analysis, strategy development, assessment and selection, elaboration and implementation and evaluation. The process and communication, like involvement of stakeholders, receives a lot of attention. Lectures, field excursions, workshops on own project, case studies and group work elucidated wetland restoration practices in relation to integrated water management.

Despite the fire in the RIZA building and WATC classrooms and the effort, which had to be put in the sponsorships of the participants, the project team was satisfied with the execution of the course and the results. The outlines of this fourth course are well balanced and crystallized by the evolution of three former courses. It was satisfactory and enjoyable for both participants and staff.

All the participants were satisfied with the course and its results. The results of the 4-weeks course were presented during a poster session with short oral presentations. All participants showed wetland restoration measures developed for their own restoration project. According to the staff, the quality of the presentations of the group work in the integration case and the general quality of the final posters were higher in comparison with former years. The growth of insight and overview was also reflected in the discussions and the improvement of the 'building blocks' the participants made.

According to the participants, the process-and communication oriented content of the course, the discussions and exchange of knowledge, the working on own project, the integration case and fieldtrips contributed most to their understanding of wetland restoration. The time management and content of the course during the first two weeks needs some fine-tuning. This is to have more time for discussions and feedback and a more tailor-made learning programme to meet personal learning demands for restoration or the nesting and follow-up in their home countries.

The logistics asked a lot of extra work in preparation of the course due to the fire in the RIZA building. During the course the staff members mainly felt this, but the participants less noticed it.

1 INTRODUCTION

The fourth International Course on Wetland Restoration (ICWR) 2003 is organised by the Wetland Advisory and Training Centre (WATC) of the Ministry of Transport, Public Works and Water Management Rijkswaterstaat, Institute for Inland Water Management and Waste Water Treatment (RIZA). The development and organisation of the course is set up as a project. This project is part of the Wetwise Programme, an international co-operation programme of RIZA.

The aim of the project in 2003 was to further develop and organise the 4-weeks course from 2 June – 1 July 2003. The course is given annually and is set up for a maximum of 20 participants. The aim is to increase the needed skills of the participants of the project and process management of wetland restoration. Fourteen participants, from thirteen countries in Europe, Asia, Russia and Africa took part in this fourth International Course on Wetland Restoration.

2 ORGANISATION AND COURSE SET-UP

2.1 Introduction

The preparation of the fourth ICWR started by incorporation of the recommendations of the evaluation of the ICWR of 2002 and the experiences of the ICWR 2000 and 2001 in the project plan ICWR 2003 (Lenselink, 2002 & Advisory Board for WATC Memo dd. 30/9/2002 by Lenselink). Besides this a student made a psychological didactics report of the course (Stoffer, 2002). In the project plan the main project activities were defined, such as an update of the curriculum and programme (annex 1), an update of the text book, hand-outs, workbook, fine tuning of the cases and fieldtrips, recruitment and selection of participants, recruitment and coaching of lecturers, logistic preparation, execution and evaluation of the course. The time schedule and financial estimate were also included in the plan. A project team (annex 2) was composed to further develop and organise the ICWR 2003 and consisted of a divers group of specialists. It was advised by the advisory board of WATC on general subjects concerning the content, development and future of this and the wetland management courses in the Netherlands and East Africa.

The core team was involved in the daily preparations. It consisted of a project leader (Gerda Lenselink), a course leader (Vincent Wigbels), the next years project leader (Jennie Simons), a training specialist (Bouke Ottow), a course assistant responsible for student affairs and logistics (Saskia Vos) and a financial assistant (Marina de Vries). In the period from January-May 2003 the project team had regular meetings. This team is supported by: Albert Remmelzwaal who updated the textbook, Yvonne Röling who updated the curriculum and 'working on own project' goals and assignments and Ute Menke and Jennie Simons who prepared the cases. During the execution of the ICWR the coaches and lecturers supported the core team (annex 2).

2.2 Course objectives, curriculum and programme

The course objectives are: The participants:

1. *have insight in and overview over wetland restoration en all connected relevant concepts;*
2. *can make an all-encompassing problem-analysis for wetland restoration, including a stakeholder-analysis;*
3. *understand the importance of explicit, broadly supported objectives and target situations for ecological restoration and can analyse and formulate these and, when necessary, reformulate them correctly;*
4. *can design effective wetland restoration measures, including the connected monitoring & assessment activities;*
5. *can integrate these activities in a complete plan, with the necessary financial, organisational and communication aspects, including actions to increase support from stakeholders;*
6. *can apply the above mentioned insights and skills on a self-chosen restoration project.*

In 1999 a curriculum was developed which describes the learning path (objectives and activities) of participants of the International Course on Wetland Restoration. Its purpose is to give guidance for staff and trainers of the course and to stimulate further discussion that will lead to improvements

on the curriculum. Based on the experiences of the three former courses, the curriculum has been updated this year.

A conceptual framework for designing a wetland restoration plan has been used for the course set-up. This framework "the restoration cycle" consists of five phases:

1. problem recognition and analysis; this is to define the problem and the need for restoration for all the parties involved.
 2. strategy development; based on a general vision with long-term objectives options have to be created.
 3. assessment and selection; when options are developed, an assessment is made of the cost and benefits of each option. Based on this assessment, the best option will be selected for realisation. This is called the "solution".
 4. elaboration and implementation; when the solution for the project is chosen it can be implemented. Before implementation, a detailed elaboration of the solution is needed.
 5. Evaluation; after the implementation of the solution it is important to carry out an evaluation. An evaluation has to make clear if the project has really solved the problem. Evaluation makes it possible to learn from experiences.
- The five phases are connected by the process e.g. participation of stakeholders and communication.

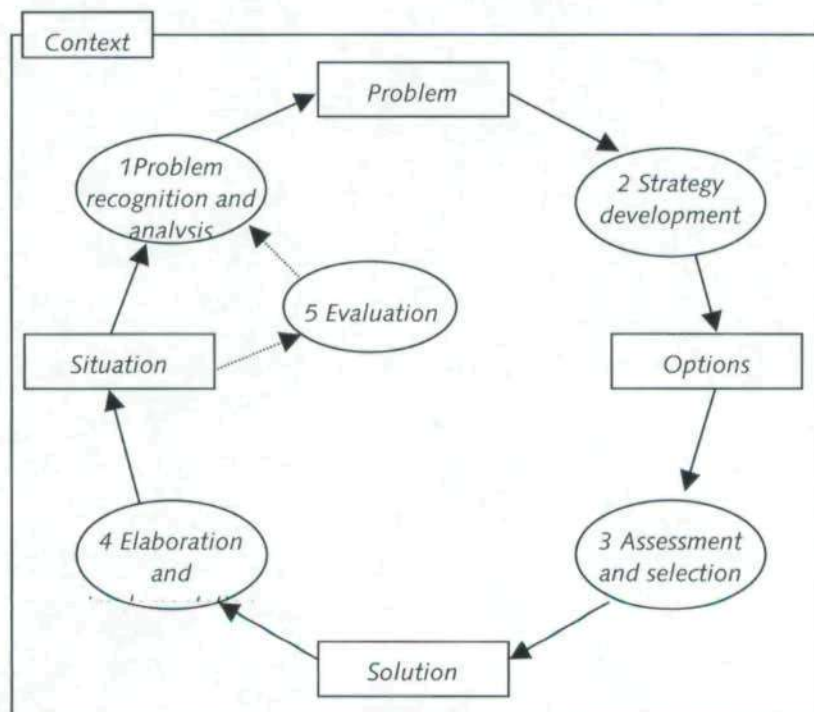


Figure 1. Restoration cycle. The five phases are connected by the process and communication.

The course consists of four educational tracks :

1. the *subject matter*, through plenary lectures and workshops;
2. the *application on the own situation*, through workshops on the own project and a personal action plan;
3. the *illustration* and deepening of the subject matter by excursions and group assignments on case studies;
4. the *social and organisational activities*, like opening and closing, cultural differences and group work.

Within these tracks there are different learning activities, all fitting to different styles of learning. In practice this means that the participants will not only participate in plenary class sessions, but also work on assignments in small groups and individually. Besides, time was available for meeting experts and discussions with each other and the coaches.

In general a month before the course, but in some cases only two weeks before the course started, a homework letter was sent to the participant. By this they were asked to collect necessary basic data on a wetland project in their own country. The homework letter did not reach the right person in one case.

2.3 Recruitment of lecturers, guides, stakeholders and experts

The lecturers, but also the guides during fieldtrips, the stakeholders during the integration case and the meeting of experts, were essential for the quality of the course (see annex 2). This year 16 lecturers were involved. Most of them were involved in former courses. For one subject during the integration case the most appropriate lecturer was not available. It proved to be very important to inform lecturers about the set-up of the whole course and their role in it, but not in all cases this was possible during the preparation of the course this year.

This year we offered the lecturers, coaches and staff to participate in a workshop by lecturers of the Royal Tropical Institute on cultural differences in training and coaching.

2.4 Intake and coaching

Each participant had a coach (see annex 2) and was part of a coaching group. Shortly after arrival, each participant took part in an intake with the coach. During this talk the participant was asked about subjects like his personal goals, his wishes to meet specific experts, his background and level. The course staff used this information to be able to give a more personal support. The coaches stimulated group discussion during the workshops and gave the participants feedback while they were in solving their specific problems concerning their own restoration project. The coach also guides participants through more personal subjects like the reaching of the participants' personal learning goals, their well-being and opinions about the course.

2.5 Reader and workbook

The reader of the ICWR 2002 was further improved according to the project plan. It was ready just before the start of the course. Not all the goals of the project plan were met but this concerns fine-tuning.

All the lecturers were asked to make handouts of their presentation. This worked out well this year. Only in a few cases the handouts were not available before or directly after the lecture.

For the working on an own project the workbook was updated and further developed. The workbook consists of 12 assignments that could be used during the workshops, related to preceding lectures. The aim of these assignments is to make the participant apply the newly gained knowledge to his/her own wetland project. This will enable him/her to find out whether or not the taught concept is applicable, helpful or useful in their home situation. The results can be used as building blocks for all relevant parts of a restoration plan or funding proposal. The building blocks, the so-called "growing poster",

proved to be a successful as tool for feedback in some coaching groups. It enhanced group discussions and discussions with lecturers and coaches. Besides this it was used as a tool to monitor progress and development of the participants. This year a lot of the (improved) building blocks ended up in the final posters at the end of the course of this year. The use of this instrument can be further improved next year. Some workshops ended with a personal action plan, in which some questions can be answered about the way participants think they will continue with the subject when they are back at home. This tool was not used often this year because there was not always enough time to complete this part and discuss this within the group or between participants and coaches. This can be improved.

2.6 Selection procedure and sponsoring

October 2002 two brochures were send to 1400 addresses. The applications had to be at WATC 15th of January 2003. Due to the fire in the RIZA building the deadline for application was set on 1 April. The selection process started in February 2003. The asked skills for the participants were:

- involvement in wetland restoration and water management;
- at least two years of professional experience;
- competence in the English language;
- at least B.Sc. qualification or equivalent work experience.

We ended up with 48 applications of which 29 potential participants matched the skills and knowledge, necessary to participate. There were enough participants, but a very low number of participants with a sponsor. Only two of the selected seventeen participants were sponsored by their own organisation. The decision was made to put extra effort in finding sponsors and not work with a dead line. So a lot of effort by WATC was put in finding funds and sponsors. Fundraising proved to be very difficult this year and lasted until two weeks before the start of the course.

Although we had 17 selected and sponsored candidates, we ended up with 14. Five days before start of the course one participant withdrew herself from the course, because she had other obligations. Two other participants didn't show-up during the first day, one because of visa problems and one because he did not receive the final permission of his boss. For the first time we received a participant from RIZA The Netherlands. Table 1 provides an overview of the names of the participants with their countries of origin and their sponsor. Four participants were co-financed by Nuffic and MOU. The MOU's paid part of the course fee for these candidates worked. Besides the normal capacity building of these participants with respect on Wetland Restoration, they received some personal coaching regarding to the teambuilding of the MOU. This strengthened the projects operating within the three MOU's. Besides this they received special attention regarding capacity building for the EU-Water Framework Directive.

A trainee from Wageningen University Ms. Klimkowska from Poland participated in a part of the lectures.

Table 1 Overview participants, country of origin and sponsor

| name | country | sponsor |
|-----------------------------|-----------------|---|
| Truong Thi Thanh Huyen | Vietnam | KNIP, The Netherlands Embassy in Bangkok |
| Mariusz Adynkiewics-Piragas | Poland | Ministry of LNV, The Netherlands |
| Emil Flajsman | Croatia | Nuffic, MOU-Croatia |
| Ruxandra Maxim | Romania | Nuffic, MOU-Romania |
| Joseph Edebe Adeka | Kenya | Transfer centre; RIZA |
| Marija Jokic | Croatia | Nuffic, MOU-Croatia |
| Iraida Tsvetkova | Russia | KNIP, The Netherlands Embassy in Moscow |
| Siswa Sulistyawam Barano | Indonesia | KNIP, The Netherlands Embassy in Jakarta |
| Alice Háková | Czech Republic | KNIP, The Netherlands Embassy in Prague |
| Adriana Klindova | Slovak Republic | KNIP, The Netherlands Embassy in Bratislava, RIZA |
| Cheng Sheng Lin | Taiwan | Wageningen University; RIZA |
| Laurice Ereifej | Hungary | Nuffic, MOU-Hungary |
| Eva Jaria Tello Alcaide | Spain | AZTI/Fisheries & Food Technological Institute |
| Marianne Grijdanus-Klaas | The Netherlands | RIZA |

3 EVALUATION - PARTICIPANTS' OPINION

3.1 Introduction

For the evaluation of the course several instruments were used. Half way the course there was a plenary mid-course evaluation in two groups. The participants were asked to give their opinion on the course so far and on facilities and the group process. They were also invited to give suggestions how to improve these aspects, if needed. Participants were asked to respond on the intake form, to see whether they are on track in gaining what they were aiming for on arrival.

On the last day of the course the final evaluation was held. This evaluation consisted of two parts: a written part and a plenary part. In the written evaluation the participants gave their opinion on the course objectives and working on their own project, the group process and the course organisation. They could also give suggestions how to improve the course. At the plenary discussion the individual participants were asked to mention one thing that needs most to be improved, and one thing they highly appreciated and has to be kept. All that was mentioned was grouped and attached on a flip over and discussed to clarify and get suggestions for improvement of the course.

3.2 The participants' overall opinion and effect of the course

The participants were asked whether the course met their expectations. One answered somewhat, nine others answered yes and four more than expected. Some participants mentioned that they would have liked some more tailor made theme topics in small interactive workshops on e.g. ecologically sound technical solutions, coastal and estuarine management and application of the process and given information in southern/eastern continents.

The participants indicated that for the seven criteria of the course objectives have been for 23% (n=96) somewhat achieved, for 50% (n=96) achieved, very much so achieved for 29% (n=96). They were all satisfied because they gained insight in their problems, challenges and roles in the planning, the process and communication and steering of a restoration project. Because of the need to adapt the gained knowledge in exercises, on their own project and in a big case study they feel they are better skilled to manage their actual or future projects according to the cycle themselves or with their teams. Others will use their new skills by coaching, facilitating or giving advice on restoration projects. One participant will use the knowledge and insight in training activities.

They appreciated the feedback and brainstorming with others while working on their own projects. And feel that they are encouraged and strenghtened by the staff, their fellow participants and the knowledge of the existing network of people working on integral and sustainable restoration wetland projects in the world.

All participants indicated they would recommend this course to others. They gave us the addresses and names of contact persons of several institutes working on wetland restoration. Some participants would like to be part of a network of course participants and professionals working on wetland restoration. They would like to exchange information, knowledge and ideas, and to share opportunities and solutions.

3.3 Contribution of lectures to the effect of the course

The topics (out of 15 topics) that contributed very much to the effect of the course were:

- problem analysis,
- ecosystem and ecological values,
- socio-economic system and values,
- stakeholder involvement,
- vision,
- landscape planning and design solutions
- assessment of criteria & decision

Only for policy and conventions six participants answered that it contributed little (of which one no) to the effect of the course. Only five times by one participant each "no effect" was ticked off.

The stakeholder analysis (10 times), participatory methods and communication (6 times) and ecological and social economical values (4 times) were mentioned on the open question as the two most important lessons or new ideas. They give to clear and to the point remarks on how they are going to use these lessons and ideas back home.

On the open question on which subject they would have liked more attention or time, they mentioned economical values and stakeholders (6 times), decision-making and evaluation (3 times), the working on own project (e.g. design solutions) (4 times) and discussions (2 times). Ecological values and basic ecosystem approach (9 times) could receive less attention. They missed design criteria and technical/ecological sound solutions for application on their own project (7 times) and hydrology and water management (3 times).

The stay in this course, in The Netherlands, also had some valuable but unexpected results. Several participants mention the possibility to meet people from different countries and cultural back-grounds and make friends. They learned about Dutch culture and values. This made them more aware on cultural differences and similarities and how this is reflected in solutions or approaches chosen in The Netherlands.

3.4 The design of the course

The restoration cycle is considered (very) helpful as theoretical concept for the course set up (one neutral vote). The emphasis on application and working on their own project was considered (very) helpful for everyone, and some of them even want more time for it. They valued the role of the course leader as (very) helpful too, and the role of the coaches as (very) helpful to neutral (three times). The opportunity to consult RIZA-specialists was valued (very) helpful, neutral and not helpful (one participant). They recommended more time to visit the library and experts and more time to share information and experiences between participants. The workbook, handouts and background materials (eg at fieldtrips) were considered (very) helpful. The textbook was considered neutral (3), helpful (10) to very helpful (1). Some small suggestions for improvement were made.

The participants were satisfied with the results of working on their own project. The group work enabled the participants to share information and experiences. The building blocks as results of the workshops, called the

'growing poster', were valued high. The building blocks were used by the coach and the participants to give feedback and. By this they improved in quality. Most participants indicated that they would improve the building blocks or the final poster. They will use them to discuss them with their colleagues or stakeholders. Others will use it to develop a restoration plan or for a funding proposal. One participant will use it as training material for colleagues back home. The two participants, who adopted a case but did not really work on it, did not yet know how to use it but are eager to do something with it, at least to give feedback to colleges.

The majority of the participants evaluated the time available for working on own project as acceptable (1 good) but by some participants as (very) poor. A lot of them continued working on the workshops in their private time, and discussed the results with each other in the evenings. Some felt that they had too little time to reflect on the task and to digest the information. They would have liked more time for discussion and sharing of experiences and for input from others on their own project. Some wanted more time for the last assignments on "evaluation" and "project and process management".

The introduction case was (very much) appreciated for both the problem analysis and group process, only once "somewhat" was ticked off. Suggestions on improvement of the lecture, assignment and feedback on "landscape and restoration" were made. The assignment on Tiengemeten was confusing for some participants.

The 5 days integration case was meant to contribute to the understanding and application of the course content of the former three weeks by doing a lot of teamwork. Stakeholder participation, involvement and conflict analysis could be experienced in practice. Some participants mention this "Dinkel Case" as the most valuable and appreciated part of the course during the final evaluation. It was considered to be helpful and for most of them very helpful (9 to 11 times) for all topics. They made some suggestions for further improvement.

Some participants considered the fieldtrips; to the former estuary, the river, lake, the Oostvaardersplassen and peat land, as very valuable. They were meant to give an understanding of the problem analysis, the development of strategies and management or restoration options and the success and fail factors in implementing measures. The river Rhine area contributed not (one time) to very much (three times) to the above mentioned topics. This was due to the complexity of the situation and the distraction by the hot weather on the boat. Eleven participants went to the lake "IJsselmeer". This trip was valued (very) high and one time as somewhat useful. The appreciation of the social visit and the listening to the sailors live songs were specially added and very much appreciated by some participants. All participants went to the optional fieldtrip to the peatland "Engbertsdijkerven". Also this fieldtrip was (highly) appreciated (only one time somewhat) on the same topics. The fieldtrip on the former estuarium and Oostvaardersplassen were not on the evaluation form. Some participants included them themselves and they valued them together with the other fieldtrips as very valuable parts of the course.

Criteria like variation in programme, structure of the course, the daily course schedule, time available for lectures and field excursions were evaluated by 12 or more participants as (very) good (some acceptable). Time available for working on cases was acceptable to very good. Due to the time they spent on

working on own project, the majority evaluated the time available for recreation as acceptable to good but by some participants as poor.

3.5 Group process

All participants found the three criteria "atmosphere in the group", "the level of knowledge/skill of the group" and "communication between participants" good to very good. The participants "willingness to help each other" and "teamwork" was valued almost the same, only one participant valued it acceptable. The level of English was acceptable to very good. Two persons of one coaching group would have liked more discussion and feedback on their project in the coaching group. This was partly due to the level of English and the three languages spoken by the coach. Two suggestions for improvement were made:

1. rotation of the coaching groups to be able to discuss the own projects with more participants and
2. to include an introduction on social and cultural values and habits in their country by the participants to get a better understanding of each other.

The participants indicate that they learned (very much) from each other, with regard to understanding wetland restoration. For three participants the contribution of fellow participants at their own project was somewhat helpful, for the others it. The contribution consisted of exchange of knowledge, sharing, advice, clarification, getting different points of view, help to complete parts of the growing poster and final poster.

3.6 Staff support

In general, the participants found the communication with WATC before the course started and support from the course staff (very) good. The course participants complimented the course staff for the organisation of the course and the effort that was put in making the necessary arrangements.

The information sent by WATC before the course started could be improved. Participants would like to have more information on the course content beforehand especially related to the information they need to bring or to gather for the working on own project. A list of participants, would have been appreciated.

3.7 Housing of participants

The participants had some problems with telephone, and laundry facilities, food and rigid times of breakfast, lunch and supper especially during weekends.

4 EVALUATION – STAFF AND COACHES OPINION

After the mid-term evaluation of the course, the staff evaluated the development and execution of the course. After the course the seven staff members and coaches and three lecturers from RIZA did this by filling in evaluation forms. The staff discussed the results.

4.1 The development of the course

The project plan was (very) good. The planning and organisation before the course started was critical and just in time. This was due to:

- The application, selection and approval of some participants and the effort, which had to be put in the financial support of the candidates. This went on until the last moment and
- The fire in the RIZA building.

The course facilities (e.g. classrooms and computer facilities) and logistics still required hard working during the first days. Because of the effort put in this not all the improvements mentioned in the project plan could be made. The catering was perfect.

The communication within the project team, coaches and staff was sufficient to good. Some information and logistical problems resulted as a consequence of working in 4 different buildings due to the fire. The communication with the course leader was sufficient. It required some extra effort because of physical distance by working in different buildings. For the handing over from the old to the new project leader was not enough time so it stayed somewhere in between, but due to good communication within the staff it worked out well. The staff members and coaches mention the (very) good and open atmosphere within the whole team. Everybody was motivated and worked enthusiastic, with pleasure and gave all they had on the improvement and realisation of the course. The quality in knowledge and experience of the staff members was (more than) sufficient.

The curriculum, workbook and textbook were ready just in time, but too late for feedback, fine-tuning and the preparation of some lecturers. This was partly due to the lack of time because of the fire and the time absorbing selection and fundraising. Several members of the project team spent some time on discussions with lecturers about the content and set-up of their contributions, and fortunately not in vein.

The workshop for staff, coaches and lecturers on how to deal with different cultures was very good.

Aspects that needs attention for the next course are:

- Application of participants has to start earlier,
- Raising of funds for participants was/is a problem and needs more time and strategy for the success of fundraising determines highly the number of participants,
- Fine-tuning with lecturers (relevant information on content and relations with other course subjects) needs attention.

4.2 The execution of the course

Apart from the comments of the participants, the result can be measured by the quality of:

- the results of the assignments, the building blocks, while working on own project and the improvements made on these during the course,
- the presentation in the Dinkel case and
- the posters and the results.

In some cases observations on lecture content, interactions between lecturers and participants were also made by the next years project leader and course leader. If possible they were checked with participants and feedback was given to lecturers. We asked feedback from three lecturers by the evaluation forms and others by consultation after the lecture.

The course content and quality in general was good. Positive aspects mentioned were:

- the attention on preparing building blocks of own project of the assignments gave good possibilities for feedback,
- the Introduction case and field trips,
- the integration case: the incorporation of conflict management, clear visible result of digestion of a lot of the course content, the good teamwork of participants, very good final presentations.
- the curriculum and design of the course, textbook and workbook are improved and clear

Aspects that needs attention for the next course are:

- clarify content of building blocks in relation to preparation and home work before the course starts and sent this also by e-mail to participants.
- instructions for reading textbook in combination with lectures and assignments could be clarified,
- time management, structure and clarity of assignments during week3
- more time for group discussions or feedback with coaches, lecturers and experts during assignments and during preparation of final poster
- some lectures need "refreshing", like appropriate examples and relevant assignments during lecture to create more interactive moments,
- relation between lecture, assignment and group work on Tiengemeten day,
- consider a other study area for the integration case,
- increase the consultation of experts of RIZA,
- stimulate the exchange of knowledge between participants and public and private organisations during the course.

According to the staff, the participants were young, motivated, professional and eager to learn. They helped and encouraged each other and did obvious have a lot of pleasure while working. The team building of the group worked out very well and resulted in an open, stimulating and heart-warming atmosphere. Very satisfying was also the obvious personal growth of some participants, reflected by e.g. a more open attitude, in initiative taking, good participation and in depth discussions.

The staff was very satisfied with the quality of the building block of the working on own project, the shown improvements on building blocks, the high quality and professional final presentations in the integration case.

The co-financing of Nuffic and MOU for four candidates worked out very well. Besides the normal capacity building of these participants with respect on Wetland Restoration, they received some personal coaching regarding to the teambuilding and this strengthened the projects operating within the three MOU's and the capacity building for the EU-Water Framework Directive. This is a very beneficial cooperation possibility with a long-term follow-up of capacity building for the participants and their organisation.

With the candidates from Vietnam and Kenya there are already appointments for future cooperation made within the Vietnamese-Dutch Integrated Coastal Zone Management and the Kenya Wildlife Services Training Institute respectively.

The attendance of the RIZA participant from The Netherlands turned out to be very well both for herself, the group and the course. This participation of Dutch candidates can be stimulated in future.

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- Fourteen participants from thirteen countries participated in the course.
- Despite the fire in the RIZA building and WATC (class)rooms in January 2003 and the effort which had to be put in the sponsorships for the participants, the 4 weeks course was given as planned.
- The course met the expectations of the staff, coaches and participants; for some of them it was even more than expected. This has three main reasons: (1) the well balanced and crystallized design of the course, created by the evolution of three former courses (2) the open atmosphere, motivation and teamwork of the staff, coaches and lecturers and last but not least (3) eagerness to learn new things, the capacities and the open group atmosphere of the participants.
- The quality of the presentations and content in the integration case and the general quality of the final posters of all participants were higher in comparison with former years according to the staff. The growth of insight in the coherence of the project and process management of wetland restoration, the capacity to use the tools and information is also reflected in discussions in the coaching groups and lectures and the improvement of the building blocks as observed by the staff and coaches.
- The course was valued high and received good records by the staff, the participants and lecturers. All participants indicated that they would recommend the course to others. We received a lot of recommendations for fine-tuning of the course regarding to content, design, organization and logistics of the course (see 5.2 and chapter 3 and 4).
- The co-financing of Nuffic and MOU for four candidates worked out very well. This is a very beneficial cooperation possibility with a long-term follow-up of capacity building for the participants and their organizations and their partners in The Netherlands.
- With the candidates from Vietnam and Kenya the appointments for future cooperation were made.
- The participation of Dutch candidates can be stimulated in future.
- The place of lodging of the participants in Lelystad did not fulfil the expectations of the participants and course staff.

5.2 Recommendations for the next course

- The subjects, workshops and planning of the course need some refreshment and fine-tuning.
- For some lectures the interactive learning methods, examples and parts of the content can be improved.
- At the end of the course there will be more time to visit experts or for optional theme workshops to meet personal learning demands for restoration or for follow-up activities. These workshops have to be developed for next year. Subjects could be: fundraising and public and private participation, incorporation of course content on EU-Directives, strategies for (inter)national cooperation, application and finding strategies for incorporation of the course content in home countries and ecologically sound (technical) solutions.
- The twinning of seven participants on existing or future cooperation projects (MOU, VN-ICZM, KWSTI, RIZA) provides for a more long-term

capacity building and nesting of the course content. A strategy that needs as much continuation as possible for future participants.

- Structural attention on planning and organisation of sponsoring and fundraising and a clear go/no go decision. For the easier planning and organisation of sponsoring we therefore decided to execute the next course not in June but in September 2004.
- A marketing strategy for theme workshops for participants in combination with attendance of (Dutch) people from private and public partners of RIZA should be considered.
- A marketing strategy for Dutch participants should be made.
- Participants should receive a programme of the course (and a list of fellow-participants) before they leave home, together with the homework letter. Some extra effort on homework for working on own project will be asked.
- The system of coaching and feedback can be improved by more active incorporation of lecturers and experts by the workshops in relation to a more process-oriented role of coaches.
- A new place for lodging of the participants around Lelystad needs serious consideration.

Annexe 1 COURSE PROGRAMME

Annexe 2 ORGANISATION

PROJECT TEAM

Ms. Roel Doef
 Ms. Gerda Lenselink +*
 Ms. Ute Menke
 Mr. Oosterberg
 Mr. Bouke Ottow
 Mr. Albert Remmelzwaal
 Ms. Yvonne Röling
 Ms. Jennie Simons*
 Ms Saskia Vos*
 Ms. Marina de Vries
 Mr. Vincent Wigbels#*

+ project leader

course leader

* member of the core team

RWS, Directorate IJsselmeergebied

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RWS RIZA

RWS RIZA

ADVISORY BOARD OF WATC

Mr. P. Bridgewater (chairman)

Mr. L.D. de Jong

Mr. A. van Bennekom

Ms. R.D.I. Parzer-Gludemands

Mr. L. Santee

Mr. S. Nash

B. Fokkens (secretary)

Secretary General of the Ramsar
 Convention Bureau

Head Freshwater Programme WWF-
 Netherlands

General Director of RIZA

Head International Nature

Management Division, Ministry of
 agriculture, nature and food quality

general Director IVIO Foundation
 for Educational Development

Director Wetlands International

Director Wetland Development and

Restoration Department, RIZA

LIST OF COACHES

Mr. Roel Doef

Mr. Maarten Platteeuw

Ms. Ute Menke

Ms. Jennie Simons

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LIST OF LECTURERS

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Ms. Ute Menke

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Mr. Willem Oosterberg

Mr. Bouke Ottow

Mr. Menno Salverda

Ms. Jennie Simons

Mr. Kees Storm

Mr. Jeroen van Wetten

Mr. Vincent Wigbels

RIZA

RIZA

RIZA

RWS, Directorate IJsselmeergebied

RIZA

Internationals Agricultural Centre

RIZA

RIZA

RIZA

RIZA

RIZA

International Agricultural Centre

RIZA

RWS, Directorate South Holland

Gokyo

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OTHERS

Guides during fieldtrips

Mr. Stan Kerkhofs

Ms. Mirjam Horstman

Mr. Henk Jagt

Mr. Jacques van der Neut

Mr. Max Schropp

Ms. Van der Plas

Mr. Ellenus Venema

RWS, Directorate South Holland

RWS, Directorate South Holland

RWS, Directorate South Holland

State Forestry Department

RIZA

Utrechts Landschap

Municipality of Arnhem

Interviewed stakeholders during the Integration case

German Waterboard Kreis Borken, Province of Overijssel, Municipality of Losser, State Forestry Department, Nature Monuments, Mr. Kuks (farmer), Mr. Nijmeijer, Tourist and recreational board Enschede, and Fam. Wassink (recreation).

Program International Course on Wetland Restoration 2003

| Day | Week 1 (Monday 2 June) | Week 2 (Monday 9 June) | Week 3 (Monday 16 June) | Week 4 (Monday 23 June) | Week 5 (Monday 30 June) |
|------------------|---|--|--|--|--|
| Saturday | | Introduction Case return to Lelystad | Free | Free | Free |
| Sunday | Arrival of participants | Free | Free | Free | Free |
| Monday | am Welcome, Introduction on the course and Individual Intakes; Opening & informal meeting Introduction on the program RIZA, the Netherlands, water management & restoration | field trip Oostvaardersplassen WOOP 2: Ecological values, coaching time; presentation techniques; Chinese Buffet Policy and conventions WOOP3: Policy and conventions | Vision and target situation WOOP 6: vision and target situation Midcourse evaluation WOOP 5: stakeholder analysis, coaching time Options and design solutions - Landscape planning | Field trip Engbertdijkerven Arrival Denekamp Integration Case evaluation Working on own Project (coach and participant); poster preparation | Finishing WOOP 10; WOOP 12, Improving building blocks & poster preparation, coaching time Project (coach and participant); poster preparation Poster presentation and discussion |
| Tuesday | am Introduction to wetland restoration Identifying problems WOOP 1: What is the problem? Coaching time Ecosystem and ecological values | WOOP 4: socio-economic values; coaching time Preparation presentations Presentation on own wetlands | Options and design solutions - Landscape planning WOOP 7: Design solutions 1- Landscape planning Options and design solutions - Combating pollution | Integration Case Integration Case Integration Case | Evaluation Closing session Farewell party |
| Wednesday | am Socio-economic system and socio-economic values; Stakeholder analysis | Continuation | WOOP 8: Design solutions 2-combating pollution Field trip Lake IJsselmeer/Waddensea area Assessment criteria & decision making | Integration Case Role play – conflict management Integration Case | |
| Thursday | am Introduction Case | Field trip River "Nederrijn" | WOOP 9: assessment criteria & decision making coaching time Process and project management Start WOOP 10: Process and project management Project evaluation WOOP 11: project evaluation | Integration Case Integration Case Integration Case | |
| Friday | am Introduction Case, Coastal Area (Tingemeten/Haringvliet) Ecological networks Introduction Case Landscape & Restoration | Stakeholder analysis, Participatory methods and Decision Making Continuation | | Integration Case Return to Lelystad | |