





Module 3:

Objective



Learning level:
Students at high schools, training centres and universities.



Learning objective:
Present the capacities at all levels required for successful FLR, and share promising approaches to capacity building programmes targeting different audiences involved in restoration activities.


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Module 3:

Outline

- Overview
- TOPIC 1: International FLR initiatives
- TOPIC 2: Capacities for FLR
- TOPIC 3: Operating spaces in FLR
- TOPIC 4: Governance
- TOPIC 5: Field implementation
- TOPIC 6: FLR facilitation
- Summary
- Credits



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Module 3: Overview

- Ten global lessons learned in FLR implementation
- Implications for practice in three operating spaces:
 - Governance
 - FLR Facilitation
 - Field Implementation
- Three operating spaces help to better frame the overall challenge of FLR implementation

Source: Stanturf et al. 2020

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Topic 1: International FLR initiatives

Learning activities:

Class presentation, small group questions and student assignments.

Learning outcome:

By the end of Topic 1, students will be familiar with the global context for FLR related to land use, climate change and biodiversity conservation agendas.

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Topic 1: International FLR initiatives

Rationale for ecosystem restoration:

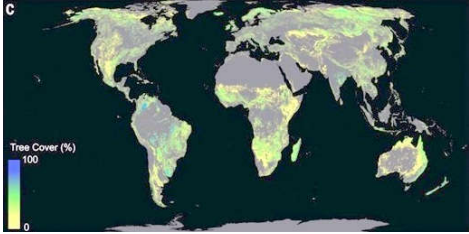
- Restoration as a global answer to address
- Climate Change: *Paris Agreement*
- Biodiversity loss: *Post-2020 GBF*
- Land degradation: *LDN targets*
- Socio-economic impacts: *SDGs*
- Large areas theoretically available for restoration

Source: Global Forest Watch, 2016

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Topic 1:

International FLR initiatives



Source: Robin Chazdon & Pedro Brancalion, Science, 05 July 2019

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Topic 1:

1.1 FLR as a global movement

- Bonn Challenge: Global commitment to restore 150 million ha by 2020 and 350 million ha by 2030
- Regional offsprings in Africa, Asia, and Latin America
- Global Partnership on Forest and Landscape Restoration

RESTORE OUR FUTURE
BONN CHALLENGE

afr100

Initiative 20x20

ECCA30
(30 million hectares by 2030)



Examples of Initiatives

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Topic 1:

1.2 UN Decade on Restoration 2021-2030

- Emerged out of Bonn Challenge: 2018 El Salvador proposed UN Decade on Restoration in Bonn Challenge high level meeting
- Global movement to ramp up restoration and put the world on track for a sustainable future by 2030 (coinciding with SDGs)
- Balance ecological, social and developmental priorities in landscapes where different forms of land use interact, fostering long term resilience



Source: unep.org



Source: decadeonrestoration.org



Source: fao.org

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Topic 1:

References and resources

- Discover #GenerationRestoration and the United Nations Decade on Ecosystem Restoration 2021-2030: <https://www.decadeonrestoration.org/>
- Learn about the Bonn Challenge and various regional restoration initiatives: <https://bonnchallenge.org/>
- Find out how members of the Global Partnership on Forest and Landscape Restoration (GPFLR) act to achieve restoration goals: <https://www.forestlandscaperestoration.org/>



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Topic 1:


References and resources

Watch this **2 minute video** showing how GLF Chapters empower communities to connect, share, learn and accelerate action towards sustainable landscapes:

- <https://youtu.be/Xig4CM8tY2I>

Watch this **1 minute video** introducing the United Nations Decade on Ecosystem Restoration 2021-2030:

- <https://youtu.be/2VqZLqyYh44>



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Topic 1:

Small group questions

1. Has your country made any commitments under the Bonn Challenge or any of its regional offsprings?
2. How do you judge the theoretical and practical availability of land for restoration in your country?




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Topic 1:

Student assignments

1. Find out where the fulfilments of commitments under the Bonn Challenge stands right now!





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Topic 2:

Capacities for FLR

**Learning activities:**
Class presentation, small group questions and student assignments.

**Learning outcome:**
By the end of Topic 2, students will understand the types of capacities and skills required in FLR.

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Topic 2:

Capacities for FLR



Leadership

Knowledge

Skills

Attitude

Institutions

Communication

Photo: Peru - HELVETAS Swiss Intercooperation

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Topic 2.1:

2.1 Forms of Capacity Development

Forms of Capacity Development include:

- Multi-stakeholder platforms at local level,
- Technical training (e.g. Farmer Field Days)
- Field practice in tertiary education
- Awareness raising among policy makers and investors
- Mentorship programmes for FLR Facilitators




Photo: Bongobeshi - Institute of Forestry and Environmental Sciences, University of Cambridge

Participation of all stakeholders at all levels is critical to the implementation of FLR. Not all stakeholders, however, have the requisite knowledge, resources or systems in place to fully participate and commit to long-term involvement in the transition towards a future non-degrading land use providing more benefits to people and nature.

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Topic 2:

2.2 System-Wide Restoration Capacities

Capacity Development

↓

Impact

Individual Capacities

Awareness / Understanding, Knowledge/ Skills / Attitudes

Organizational Capacities

Coordination mechanisms (horizontal and vertical) / Networks / Mandates / Multi-Sectoral and Stakeholder Dialogue/ Collective Action

Enabling Environment

Governance (formal and informal)/ implicit and explicit rules / laws and policies / incentives and investments / institutional political economy

Field Implementation/Upscaling

Best land use practices and approaches based on new and indigenous knowledge, co-developed by stakeholders



Source: Adapted from Kalas et al. 2021

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Topic 2:

References and resources

- Patrick P. Kalas, Cora Van Oosten and Bas van der Schalie. "Unlocking Pathways for System-Wide Capacity Development in African Drylands". Global Landscapes Forum Africa Session. 2-3 June 2021.
Available at: <https://www.globallandscapesforum.org/presentation/unlocking-pathways-for-system-wide-capacity-development-in-african-drylands/>
- Schweizer D. and Ghazoul J. (eds) (2021) "Forests for the future: Restoration success at landscape scale - what will it take and what have we learned?" Prince Bernhard Chair Reports (Issue 1). Series editors Almond, R.E.A., Grooten, M. and Van Kuijk, M., WWF-Netherlands, Zeist and Utrecht University, Netherlands.
Available at: <https://www.uu.nl/en/news/forests-for-the-future-moving-from-paper-commitments-to-real-restoration-impact-at-landscape-scale>
- Yale Environmental Leadership and Training Initiative (Yale ELTI) webinar series entitled "Capacity Development for Forest Landscape Restoration".
Available at: <https://www.youtube.com/playlist?list=PLvGTOQJ12s0f9RFXVtXGWTy8ZH7c2DXW>



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Topic 2:

References and resources

Gain a deeper understanding of the capacities needed for successful forest landscape restoration in Africa by watching this **90 minute video**:

- <https://youtu.be/Ze63GKE1Edo>



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Topic 2:

Small group questions

1. What are key capacities necessary for successful FLR in your context?
2. What is the distribution of these capacities across key stakeholders?
3. Which essential capacity gaps can you identify?
4. Are there any institutions in your country / region that conduct capacity development for FLR?




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Topic 2:

Student assignments

1. How can you build these capacities?
2. What forms of capacity development could be used?
3. Develop a mock capacity development plan for FLR that is suitable for your context!




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Topic 3:

Operating spaces in FLR



Learning activities:
Class presentation, small group questions and student assignments.



Learning outcome:
By the end of Topic 3, students will be familiar with three operating spaces for FLR implementation: governance, FLR facilitation; and field implementation. They will be able to identify actors in each operating space and aware of interactions between actors in different spaces.

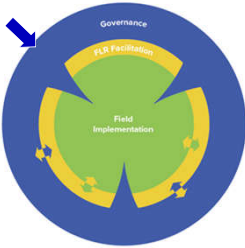
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Topic:

3.1 Governance space in FLR

- Fundamental to creating the long-term enabling conditions for FLR
- Local to international levels
- Comprised of actors and institutions involved in decision-making



Source: Stanturf et al. 2020

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Topic 3:

3.2 Facilitation space in FLR

- Critical intermediary to leverage change
- FLR facilitation requires landscape leadership skills
- Mentorship programs for FLR facilitators useful



Source: Stanturf et al. 2020

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Topic 3:

3.3 Field implementation space in FLR

- Various stakeholders act to restore landscapes
- Role, interest and preferences of local stakeholders are fundamental
- Incentives must outweigh disincentives

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Source: Stanturf et al. 2020

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Topic 3:

References and resources

- Schweizer D. and Ghazoul J. (eds) (2021) "Forests for the future: Restoration success at landscape scale - what will it take and what have we learned?" Prince Bernhard Chair Reports (Issue 1). Series editors Almond, R.E.A., Grooten, M. and Van Kuijk, M., WWF-Netherlands, Zeist and Utrecht University, Netherlands.
Available at: <https://www.uu.nl/en/news/forests-for-the-future-moving-from-paper-commitments-to-real-restoration-impact-at-landscape-scale>
- Stanturf J. A., Mansourian S., Darabant A. et al. (2020). Occasional Paper No. 33 - Forest Landscape Restoration Implementation: Lessons learned from selected landscapes in Africa, Asia and Latin America, pp 63.
Available at: <https://www.iufro.org/publications/series/occasional-papers/article/2020/02/14/occasional-paper-no-33-forest-landscape-restoration-implementation-lessons-learned-from-selected/>

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Topic 3:

References and resources

Watch this **3 minute video** about capacity development in governance, FLR facilitation and field implementation spaces in Malawi:

- <https://www.youtube.com/watch?v=ZbrpqB2HIYU>

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Topic 3:

Small group questions

Key questions to be asked for each FLR stakeholder:

1. Why interact with certain stakeholders in each of the three operating spaces? Why are they important for FLR within a defined local context? What can they contribute to the big picture?
2. How could their actions contribute to FLR? How might their individual goals be integrated with social goals? How might they be equipped with tools that help them reach their goals?




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Topic 3:

Student assignments


1. What main messages should be conveyed to exemplary actors in each of the three operating spaces?
2. How might you approach different actors in each operating space?
3. Which media, means of communication could be suitable?
4. Which type of language (formal/complicated/simple), scope and conceptualisation are relevant for engaging with them about issues relevant to their day-to-day life?



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Topic 4:

Governance



Learning activities:
Class presentation, small group questions and student assignments.

Learning outcome:
By the end of Topic 3, students will be able to describe how decision makers can:

- Strengthen participation and collaboration
- Incorporate incentives and reduce disincentives, and
- Strengthen political support.

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Topic 4:

Governance

Global key lesson 1: Strengthen participation and collaboration

- Acknowledge and engage local leaders
- Establish and promote collaborative platforms
- Engage with stakeholders across multiple sectors
- Form strategic partnerships and define roles and areas of collaboration
- Negotiate trade-offs and compromises



Photo: Ghana - Forest Ghana/Forestry Research Institute of Ghana

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Topic 4:

Governance

Global Key Lesson 1: Strengthen participation and collaboration

Example: Telangana (India) State Reforestation Programme:

- Robust institutional arrangements
- State-level coordination committee provided coordination and oversight of village-level committees to implement and monitor restoration

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Topic 4:

Governance

Global Key Lesson 2: Incorporate incentives and reduce disincentives

- Identify conflicting state-level incentives and address them
- Recognise that local level by-laws can secure buy-in from communities
- Short-term monetary benefits AND long-term and non-monetary benefits are important




Photo: Madagascar - FESA/ForE/University of Antananarivo

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Topic 4:

Governance

Global Key Lesson 2:
Incorporate incentives and reduce disincentives

Example: Guatemala

- FLR Board created to incorporate diverse stakeholders
- Restoration plans must be approved by a registered professional
- Communities and small holders struggle with bureaucracy and costs



Photo: Guatemala - Forest College & Research Institute for Climate Change Research, National Forestry Institute

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Topic 4:

Governance

Global Key Lesson 3:
Strengthen political support

- Operating at large-scale requires strong political support
- Secure political support for FLR as a cross-sectoral approach
- Match appropriate budget allocations with political support
- Express political commitment in favour of FLR
- Create enabling policy environment for FLR



Photo: Guatemala - Forest College & Research Institute for Climate Change Research, National Forestry Institute

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Topic 4:

Governance

Global Key Lesson 3:
Strengthen political support

Example: Telangana

- Political "champion" motivates and ensures financing
- Personal leadership and commitment of Chief Minister ensured full cooperation
- Follow-up by the Chief Minister removed inter-sectoral roadblocks
- Political support was mobilised and expressed in statements, through a tree planting campaign, and with planting ceremonies.



Photo: India - Forest College & Research Institute, Telangana

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Topic 4:

References and resources

- Emborg, J., Walker, G., Daniels, S., (2012). "Forest landscape restoration decision-making and conflict management: applying discourse-based approaches". In: Stanturf, J., Lamb, D., Madsen, P. (Eds.), Forest Landscape Restoration. Springer, Dordrecht, pp. 131–153.
- Djenontin I.N.S., Foli S. and Zulu L.C. (2018). "Revisiting the Factors Shaping Outcomes for Forest and Landscape Restoration in Sub-Saharan Africa: A Way Forward for Policy, Practice and Research". Sustainability 2018, 10, 906. DOI: 10.3390/su10040906.
- Höhl et al. (2020). "Forest Landscape Restoration—What Generates Failure and Success?". Available at: <https://www.mdpi.com/1999-4907/11/9/938>.
- Jones, S., Dudley, N., (2005). "Negotiations and conflict management. Forest Restoration in Landscapes". Springer, pp. 126–135.
- Mansourian S. (2020). "Enabling factors to scale up forest landscape restoration: the roles of governance and economics". Available at: <https://www.panda.org/71092966/Local-community-engagement-strong-policy-signals-and-long-term-financing-key-ingredients-for-forest-restoration>



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Topic 4:


References and resources

See this **course**:

- Global Landscapes Forum, Landscape Academy course "Landscape Governance": <https://academy.globallandscapesforum.org/>

Watch these **videos** and **interviews**:

- Guatemala (Reduce disincentives): <https://youtu.be/14EDckZwiv8>
- India (Strong political support): <https://youtu.be/ZvqzoMJbifw>
- Madagascar (Tenure): <https://youtu.be/HBqLLUmVArg>




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Topic 4:

Small group questions

1. What are the priorities?
2. Which policies are supporting the enabling environment?
3. How can you locate and secure the buy-in of political "champions" for FLR in your context?
4. Which obstacles exist?
5. Which capacities could be developed to address the needs?



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Topic 4:

Student assignments

1. What could be some strategies to turn governance challenges into opportunities in your local context?

2. Describe how decision makers can:

- Strengthen participation and collaboration
- Incorporate incentives and reduce disincentives, and
- Strengthen political support.




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Topic 5:

Field implementation



Learning activities:
Class presentation, small group questions and student assignments.



Learning outcome:
By the end of Topic 5, students will be able to describe how local actors can:

- Align expectations in project design
- Address threats
- Utilise appropriate knowledge and methods

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Topic 5:

Field implementation

Global Key Lesson 4:
Align expectations in project design

- Stakeholders need to express priorities and constraints to develop realistic land management scenarios
- Define and negotiate FLR objectives that incorporate equity, inclusiveness, accountability and transparency
- Legitimate claims to resources need to be accommodated or compensated
- Divergent interests to be reconciled and managed



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Topic 5:

Field implementation

Global Key Lesson 4: Align expectations in project design

Example: Goa (India)

- Cashew trees favoured by communities for income and alcoholic beverages
- Cashew was technically not the best species for stabilizing slopes of mining overburden
- Cashew nevertheless included in combination with other species to accommodate local expectations

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Topic 5:

Field implementation

Global Key Lesson 5: Address Threats

- Ensure addressing the underlying causes of deforestation and degradation
- Establish pilot projects to demonstrate alternatives
- Set up barriers to degrading activities
- Work with authorities to combat exploitative uses of resources



Photo: Belay — Ethiopia Landscape Restoration (ILMM)

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Topic 5:

Field implementation

Global Key Lesson 5: Address Threats

Example: Lower Mequi Landscape, Ethiopia

- Grazing exclusion agreements with local communities proved essential
- Communities agreed to exclude grazing from restored areas
- Hired local guards for enforcement
- Grass used as fodder in a cut-and-carry system

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Topic 5:

Field implementation

Global Key Lesson 6:
Utilise appropriate knowledge and methods

- Ensure that their indigenous and traditional knowledge is shared and utilised
- Combining both western and traditional knowledge can provide a sustainable approach



Photo: Madagascar – ESSA-Faeth/University of Antananarivo

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Topic 5:

Field implementation

Global Key Lesson 6: Utilise appropriate knowledge and methods

Example: Goa (India)

- Benches and terraces of mine dump areas required the expertise of professional geologists
- Dump slopes were covered with geotextiles or jute mats for quick stabilisation
- Proper drainage of rainwater into settling ponds further prevented runoff and soil erosion
- Planting drought-resistant, fast-growing crops varieties accelerated the reclamation process
- Once soil fertility improved, native grass species were sown.


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Topic 5:

References and resources

- DeFries, R.S., Rudel, T., Uriarte, M., Hansen, M., (2010). "Deforestation driven by urban population growth and agricultural trade in the twenty-first century". *Nature Geoscience* 3, 178–181.
- Lake, F., Parrotta, J., Giardina, C., Hunt-Davidson, I., & Uprety, Y. (2018). "Integration of Traditional and Western knowledge in forest landscape restoration". In: *Forest Landscape Restoration*, (S. Mansourian and J. Parrotta, Eds.) pp 198–226. Routledge, London.
- Maron, M., Hobbs, R.J., Moilanen, A., Matthews, J.W., Christie, K., Gardner, T.A., Keith, D.A., Lindenmayer, D.B., McAlpine, C.A., (2012). "Faustian bargains? Restoration realities in the context of biodiversity offset policies". *Biological Conservation* 155, 141–148.



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Topic 5:

References and resources

Watch these **videos**:

- Brazil (Find common understanding): <https://youtu.be/Z3AYdtJwIkM>
- Ethiopia (match plans with budget and capacity) <https://youtu.be/6e0gzjGBhSw>
- Peru (start with local priorities): <https://youtu.be/T152nbRYGcM>




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Topic 5:

Small group questions

1. Which stakeholders may raise unrealistic expectations towards FLR in your landscape and how can you deal with this?
2. What underlying drivers and main threats do you need to address for the success of FLR in your landscape?
3. What key knowledge and technologies are essential for successful FLR in your context?




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Topic 5:

Student assignments

1. What could be some strategies to turn field implementation challenges into opportunities in your local context?
2. Describe how local actors can:
 - Align expectations in project design
 - Address threats
 - Utilise appropriate knowledge and methods



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Topic 6:

FLR facilitation





Learning activities:
Class presentation, small group questions and student assignments.



Learning outcome:
By the end of Topic 6, students will have be able to describe how FLR facilitators can:

- Improve communication
- Consider spatial and time scales
- Include monitoring

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Topic 6:

FLR facilitation

Global Key Lesson 7: Improve communication

- Include communication in restoration plans and budgets
- Shape a communication strategy
- Develop tailor-made communication products
- Utilise existing communication channels, enriching them with new ones
- Use intensive awareness raising programmes
- Use local languages for communication

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Topic 6:

FLR facilitation

Global Key Lesson 7: Improve communication
Example: Ghana

- Relying on established traditional communication channels
- Stakeholder-driven communication process to involve traditional leaders
- Communication with and through traditional leaders



Photo: Shaleh Nadeem / Engage Africa in Offense District, Ghana. © Engage Africa

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Topic 6:

FLR facilitation

Global Key Lesson 8:
Consider spatial and time scales

- Work with institutions at different levels
- Ensure that sufficient financing is available for the participatory FLR process and restoration interventions
- Encourage donors to consider funding throughout the FLR process
- Support effective extension services




Photo: Guatemala – Private Institute for Climate Change Research/
National Forestry Institute

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Topic 6:

FLR facilitation

Global Key Lesson 8: Consider spatial and time scales

Example: Brazil Rural Sustentável project

- Spatial limitation of FLR projects can be challenging when projects are managed from distance
- Project management was based in Brasília with limited staff in the field, attending to local aspirations was challenging
- The project targeted many beneficiaries over distant localities that limited contact time

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Topic 6:

FLR facilitation

Global Key Lesson 9:
Include Monitoring

- Support training in monitoring approaches and techniques
- Work with local stakeholders to identify appropriate indicators
- Monitoring is essential but funds are often insufficient
- Existing monitoring often focuses on process monitoring, more attention is needed to impact monitoring




Photo: Costa Rica Forest College & Research Institute – Tourism

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Topic 6:

FLR facilitation

Global Key Lesson 9: Include Monitoring

Example: Chittagong Hills, Bangladesh

- Externally funded plantation projects were monitored by IUCN and a consulting firm
- After the implementation phase, Forest Management Divisions took over monitoring responsibilities
- Village-level monitoring by the panchayat heads and other public representatives assessed survival percentage and work quality
- Participatory monitoring data were collected through monthly and annual meetings with the beneficiaries
- Public participation in monitoring was instituted by constituting Green Brigades, which included many students, to monitor plantation survival
- A tool was developed for periodic assessment of the participating community-based organisations




Photo: Bangladesh - Institute of Forestry and Environmental Sciences, University of Chittagong

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Topic 6:

References and resources

- GLF Landscape Academy at <https://academy.globallandscapesforum.org/>
- GLFx is a global community by the Global Landscapes Forum to enable and accelerate action towards more sustainable landscapes. Members can join independently organized chapters that meet locally to take action. They can also join online communities of practice (CoPs) to share knowledge and learnings.
- Knowledge Base of the Forest and Landscape Restoration Mechanism (FLRM) <http://www.fao.org/in-action/forest-landscape-restoration-mechanism/knowledge-base/en>
- Pandit, R., Parrotta, J.A., Chaudhary, A.K., Karlen, D.L., Vieira, D.L.M., Anker, Y., Chen, R., Morris, J., Harris, J., Ntshotho, P., (2020). "A framework to evaluate land degradation and restoration responses for improved planning and decision making". Ecosystems and People 16, 1–18.
- Stanturf, J., Mansourian, S., Kleine, M. (Eds.), (2017). "Implementing forest landscape restoration, a practitioner's guide". International Union of Forest Research Organizations, Vienna, Austria



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Topic 6:

References and resources

Watch these **videos**:

- Ghana (communicate to motivate and engage): <https://youtu.be/1kcVIDEN31Q>
- Bangladesh (share the benefits): <https://youtu.be/0dGaHg5Eiog>



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Topic 5:

Small group questions

1. What steps can an FLR facilitator take to ensure good communication throughout a project?

2. Why are spatial and times scales important to consider throughout the FLR process?

3. How can an FLR facilitator help to overcome common weaknesses of monitoring efforts?

4. Give an example of how monitoring data can help to influence management decisions.



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Topic 5:

Student assignments

1. What could be some strategies to turn FLR facilitation challenges into opportunities in your local context?

2. Describe how FLR facilitators can:

- Improve communication
- Consider spatial and time scales
- Include monitoring



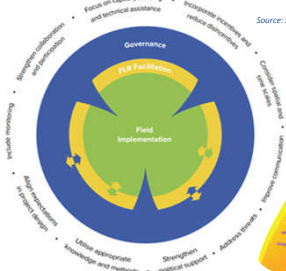
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Module 3:

Summary

- **Governance space** - fundamental to creating the long-term conditions for FLR; extends from local through international levels; involves actors in decision-making
- **Facilitation space** - critical intermediary where FLR facilitators leverage and multiply actions; mentorship programs provide hands-on learning opportunities
- **Field implementation space** - area where local communities act to restore landscapes; buy-in of local stakeholders is fundamental to the long-term success



Source: Stanturf et al. 2020




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Summary

- Choice of intervention will be dictated by the local context and requires adaptive management
- Tailor-made communication is needed to unite stakeholders behind a common challenge
- Participation of stakeholders at all operating spaces is critical for FLR
- Capacities of most stakeholders are limited and their distribution is uneven
- FLR facilitators are important catalysers of successful FLR processes




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Module 3:

Credits

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