REDD+ ACADEMY

FACILITATOR'S NOTES

(Version Oct 2015)

Background about the Academy

Purpose of the Academy

There are two primary aims for the Academy event:

- To teach participants about the principles of REDD+ implementation, so that they can play an appropriate part in doing this in their country.
- To enable participants to deliver their own training to colleagues.

These two aims mean that there are two separate but related processes that need to be fulfilled within the event. The timetable has been designed in order to integrate these by giving participants the opportunity to practice the delivery of REDD+ Academy content within the event. This should have two benefits:

- an opportunity to practice training delivery in a safe environment
- further delivery and review of the content of each topic.

Target participants

Each Academy event will run with between 30 and 60 participants. The participants will be drawn from a wide range of professional backgrounds, including government, NGOs, academia and the media. This means that the level of technical expertise and practical skills will vary considerably, and the design of the workshop takes this into consideration.

Timetable

Planning assumptions for agenda design

The number of days over which the Academy can be run varies, depending on local circumstances. For example, in the LAC region only five days were available, while for Africa there were eight. Also, it may be decided not to run particular sessions as they are not relevant to the local context. For these reasons and to make sure this document can work as a template for subsequent Academies, the notes have been designed to be usable for varying lengths of Academy.

The provisional timetables here are based on the following daily assumptions:

- Starting each day at 09:00 and finishing at 17:30.
- One hour lunch break.
- Two 15 minute breaks (morning and afternoon)

This gives a total working day of 7 hours (420 minutes).

The general structure of each session is:

- Brief explanatory presentation with question and answer, 20 minutes maximum
- Facilitated participant activity, generally small group-based, generally about 1½-2 hours
- Brief review of key issues arising.

There would be a review session at the end of each day, summarising the main topics covered, and a review at the beginning of the following day, where participants are asked to highlight key topics from the previous day.

Language management

When the Academy is run with several different working languages in the room it should be noted that simultaneous translation would be desirable for the explanatory presentations and topic reviews. Group activities can be run in any language and do not need translation. However, make sure facilitators who speak that language monitor the relevant groups. This will mean that for each topic you will need two facilitators, one competent in each language.

Many of the activities are designed to be run with same country groups, which will minimise language difficulties.

Generic agenda

Each day would follow an agenda as shown in this table.

Session	Time	Length (mins)
Morning review	09:00-09:15	15
Morning session 1	09:15-12:30	180
Break	During session as appropriate	15
Lunch	12:30-13:30	60
Afternoon session 1	13:30-17:15	210
Break	During session as appropriate	15
Daily review	17:15- 17:30	15

The individual session notes suggest possible timings for morning and afternoon breaks, but depending on progress they could be moved forwards or backwards a little. Times for lunch are usually less flexible, because of catering arrangements at venues.

Although it is always very difficult to keep closely to a timetable such as this because of overrunning and punctuality issues, this should help to provide a good guide as to progress, and will help the facilitator to decide if any sessions need to be cut in any way.

Agenda timetables

The table below shows a provisional timetable for each session.

Five day event

Day and session	Topic
Day 1, morning	Introductions, formalities, etc. Principles of learning Topic 1: Forests, Carbon sequestration and climate change
Day 1, afternoon	Topic 2: Understanding REDD+ and the UNFCCC Topic 3: Drivers of Deforestation and Degradation (DFDD)
Day 2, morning	Topic 4: National Strategies and Action Plans (NS/AP) Topic 5: NFMS
Day 2, afternoon	Topic 5: NFMS (continued) Topic 6: FREL
Day 3, morning	Topic 8: Policies and Measures (PAMs) Topic 7: Safeguards
Day 3, afternoon	Topic 7: Safeguards (continued) Topic 9: REDD+ Finance
Day 4, morning	Topic 10: Benefit Sharing Topic 11: Public Awareness & Stakeholder Engagement
Day 4, afternoon	Topic 11: Public Awareness & Stakeholder Engagement (continued) Topic 12: Good Governance
Day 5, morning	Topic review (training delivery practice)
Day 5, afternoon	Academy summary and review End of Academy

Eight day event

Day and session	Topic
Day 1, morning	Introductions, formalities, etc. Principles of learning
Day 1, afternoon	Topic 1: Forests, Carbon sequestration and climate change
Day 2, morning	Topic 2: Understanding REDD+ and the UNFCCC
Day 2, afternoon	Topic 3: Drivers of Deforestation and Degradation (DFDD)
Day 3, morning	Topic 4: National Strategies and Action Plans (NS/AP)
Day 3, afternoon	Topic 5: NFMS
Day 4, morning	Topic 6: FREL
Day 4, afternoon	Topic 8: Policies and Measures (PAMs)
Day 5, morning	Topic 7: Safeguards
Day 5, afternoon	Topic 9: REDD+ Finance
Day 6, morning	Topic 10: Benefit Sharing
Day 6, afternoon	Topic 11: Public Awareness & Stakeholder Engagement
Day 7, morning	Topic 12: Good Governance
Day 7, afternoon	Topic review (training delivery practice)
Day 8, morning	Topic review (training delivery practice)
Day 8, afternoon	Academy summary and review End of Academy

Materials needed

Projector and speakers.

Flipcharts and markers for group exercises.

Make sure that each table has a good supply of:

- Post-it notes (76mm x 127mm size if possible) in different colours
- Marker pens
- Pencils

The training of trainers strand

Because being able to teach others about REDD+ implementation requires more than just a subject matter expertise, it is necessary to offer some additional opportunities within the Academy to provide some practice in delivering some core training delivery skills.

The approach taken in the Academy is to integrate this practice with the Academy review session during the final day (or final two days for the eight day event). This approach has several benefits:

- Participants will have experienced the training techniques in the previous sessions and so will understand how they work.
- Repeating discussion of the REDD+ topics using a different training approach will further improve understanding and reinforce learning.

It should be noted that if the Academy is subsequently delivered without the need for the training of trainers strand then these sessions do not need to be delivered, and the overall length of the Academy will consequently be reduced.

How the strand will run

The strand will run on Day 4 Morning session (or Day 7 Afternoon and Day 8 morning).

For Academies with two working languages (e.g. English and French) the sessions can be run in parallel in the two different languages.

During the main Academy sessions ask for volunteers to offer to deliver the review sessions as presentations or running some sort of facilitated activity. These would ideally be people with some likelihood or responsibility for delivering REDD+ training or briefings in their countries.

To do this you could create a flipchart sheet with a table such as this. Explain the purpose of the activity and when it will run, and ask people to write their name in the relevant space. In bilingual Academies create two separate tables, one for each language.

Topic	Who will present?
Topic 1: Forests and climate change	
Topic 2: REDD+ and the UNFCCC	
Topic 3: Drivers of Deforestation and Degradation	
Topic 4: National Strategies and Action Plans	
Topic 5: NFMS	
Topic 6: FREL	
Topic 7: Policies and Measures	
Topic 8: Safeguards	
Topic 9: REDD+ Finance	
Topic 10: Benefit Sharing	
Topic 11: Stakeholder Engagement	
Topic 12: Good Governance	

Make sure that by the end of the day before the review sessions that all the spaces are covered.

The evening before the review have a brief meeting with the volunteers to explain what you want them to do. Explain that it is an opportunity for their professional development as well as a good way to review what has been discussed during the Academy.

Explain that if they wish they can:

- deliver the same presentation that was used at the start of each topic, or
- run a short group session, similar to that used in the topic itself, or something of their own design.

Delivering REDD+ implementation training

Supporting small groups

This information will be of use to the people responsible for facilitating individual topics.

Here are some tips for working with small groups so that the process works more effectively. These tips apply to all the sessions in the Academy.

Monitor conversations
Keep moving around and listen in to what people are talking about. Make a note of common issues being discussed – these will be the important ones.

Intervene if necessary
If groups seem to be finding the activity difficult, join in to help get them started. Ask some questions, offer an opinion for them to consider, or whatever seems appropriate.

Watch energy levels
If the volume of noise in the room goes down or people start to sit quietly, play with phones, laptops, etc., it may be time to end the group stage and move on. This is particularly important for the after lunch sessions where people may be a bit sleepy, so it is important that the presentation does not overrun, and that the activity is facilitated tightly, monitoring energy levels.

Manage the reporting back
It will probably not be possible to let every group report back, so just let a few do this. Thank everybody and finish the session by summarising key, common points which have come up in the reporting back or in your monitoring activities.

Laying out the room

Arranging the tables and chairs in the training room is very important, as this has a very big effect on the atmosphere and how easy it is to organise different types of activity.

Rooms are often organised in either a classroom or conference layout, neither of which is particularly good for team-based collaborative activities. In most cases organising your room in a **cabaret style** will give you the greatest flexibility.
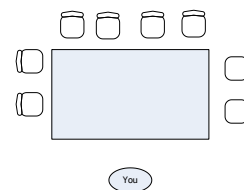
Classroom layout
For: what participants usually expect, you can see people clearly, efficient use of space. Against: difficult to get people involved, collaboration between teams difficult
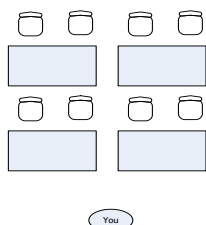
Conference
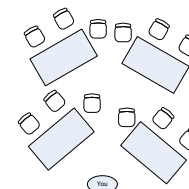For: good for communication within the group.
Against: Trainer becomes the centre of attention, feels formal.

Cabaret
For: good for collaborative work.
Against: can take up more space.

Techniques to use

This section provides an explanation of some of the facilitation techniques that are suggested within these notes.

Brainstorming
Brainstorming is a familiar technique, often when we need to develop some initial ideas about a particular situation.

How to do it
The best number of people to involve is about 12 and coming from a range of backgrounds.

Make people feel comfortable. Arrange seating appropriately.

Make the rules of the brainstorming session clear to everyone.

Never start your serious brainstorming

> **Rules of brainstorming**
>
> *Do not criticise any ideas until evaluation starts.*
>
> *The wilder the idea, the better.*
>
> *Quantity is important.*
>
> *Adapt and build on other people's ideas.*

session from cold. Always have a warm-up session to get people loosened up. Topics for this section could be such things as:

- useless ideas
- pet hates.

Ask people the question, such as, "What are your pet hates?"

Write people's ideas on a flip chart as they call them out.

When people have warmed up, ask them the real question.

Write contributions on the flip chart as they are called out.

Continue accepting ideas until the slump comes, when people run out of ideas. When this happens, you can often get things going again by suggesting a 'wildest idea competition'.

People will often co you are me up with new ideas in the hours after the brainstorming session. It may therefore be a good idea to give them a means of adding more ideas the next day. You can do this by giving each of the participants a list of the ideas already generated, and asking them to add any new ideas to the list and to send it back to you.

Evaluating ideas once you have finally finished brainstorming needs to be done carefully. The best approach may be to ask the group to identify which of the ideas look the most promising by some form of voting.

Rich pictures
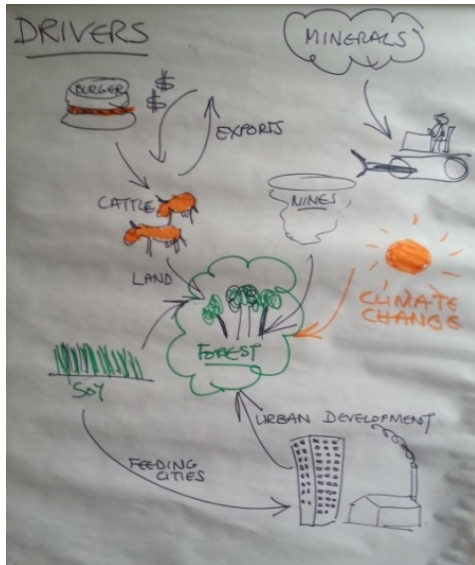
Rich pictures are cartoon-like representations of what is going on. They work well because our unconscious minds can process imagery more easily than they can deal with words. They also make it much easier to show relationships and processes. They are also a very good technique to use with groups of people, as drawing a picture together sparks off conversation between people, improving mutual understanding, as well as helping to develop a more complete picture.

Here is a simple rich picture that could have been drawn to capture some of the information about deforestation drivers.

Such pictures include symbols, keywords, cartoons, etc. Use colour to brighten them up and to show things more clearly. Do not worry about 'not being able to draw'; you are not trying to create a work of art!

Include both factual and subjective information.

To get started on your rich picture:

- Draw the elements of the situation first (people, institutions, physical objects, etc).
- Add information about processes.
- Indicate connections and relationships between the elements and the processes.

While you are drawing, make a note about any relevant thoughts that occur to you ("Why does that happen?", "Is

that really the case?", etc). Remember that the process you go through when describing the situation is as important as your final picture.

When you have drawn your rich picture look to see what it shows:

- Where are the connections?
- What things seem particularly important?
- Are there any surprising things in the picture?
- Are there any elements that are not connected in some way?

Multiple cause diagrams

Multiple cause diagramming is a technique that you can use on your own or with groups of people. It is similar to the idea of the 'fish bone' or Ishikawa method.

How to do it
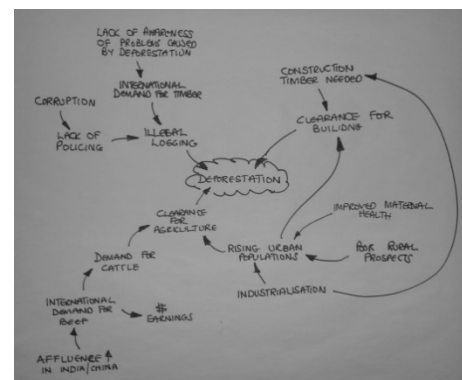
Start with the problem statement.

Ask "Why is this happening?"

For each answer (and you may come up with several), ask the question "Why?" again.

Do this repeatedly to build up a picture of the different factors that are influencing the situation.

See how this works in this example. The topic of interest is "Deforestation". There is a lot more that could be added to this diagram, but this shows some key principles.

There are some points to look out for:

- Vicious circles: you may find some causes which feed on others: for example, one cause of illegal logging may be corruption which tolerates this activity. However, opportunities for corruption may then stimulate more illegal logging, making the problem worse and worse.
- Repeated causes: some causes may keep coming up; these are key problems you need to consider. In this example, industrialisation has a number of implications, such as drawing people into the city, stimulating a demand for timber, reducing possible protection of land by rural communities, etc.

Drawing multiple cause diagrams really helps people to understand the complexity underlying many real-life issues,

such as the large number of actors involved and the different interrelationships between them.

Buzz groups

Buzz groups are simple activities that you can use at any time, either in a structured way to achieve a specific effect, or unstructured, if you feel the need to give people the chance to discuss something among themselves.

How to do it

1. Divide the whole group into small teams.

2. Ask a question that you want each team to consider. For example:

   • Why is this important to what you do?
   • What is the most important part of this?
   • What questions do you have about this topic?

3. Give each team just a few minutes to come up with some answers to the question.

4. Ask each team to report back on what they have talked about.

SWOT analysis
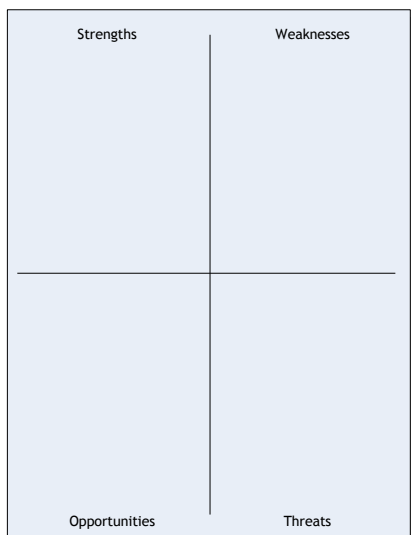
SWOT analysis is a familiar facilitation technique used particularly when thinking about something that needs to be done. It helps people to think through:

• strengths they have for taking action
• weaknesses that they need to take into consideration or deal with
• opportunities that there are for taking action
• threats that could get in the way of taking action.

You will usually need to think of suitable prompt questions for each of the four areas to help people start thinking.

Once people start work on the activity, they should record what they come up with on a SWOT analysis chart, which could be a piece of flipchart paper something like this.

How to do it

1. Divide the group into smaller groups of an appropriate size and composition.

2. Ask each group to draw up a flipchart pad as shown here.

3. Explain the principles of a SWOT analysis, that the aim of the activity is to draw up lists of strengths, weaknesses, opportunities and threats to the issue under consideration.

4. Explain that you want each team to think about a particular issue, and suggest a number of prompt questions under each heading.

5. Ask each team to take a sheet of flipchart paper and write their own headings.

6. Give each team 15 minutes to discuss and write answers under the headings.

7. Ask each team to present their findings.

8. Discuss the findings as a whole group.

PEST analysis

PEST analysis is a similar technique to SWOT analysis, but here the four letters stand for:

• Political issues
• Environmental issues
• Social issues
• Technical issues

So it is a useful technique to use when you want a group to think about some complex issue which is affected by a number of different factors. People record the results of their PEST analysis on a piece of paper very similar to that used in a SWOT analysis, where the four SWOT words are replaced by PEST equivalents.

The guidelines for running a PEST analysis are the same as for a SWOT analysis.

Inter-team quizzes

Holding a short inter-team quiz is a useful technique to use when you want to review what has been learnt from a session, particularly if it has been a passive, delivery of knowledge session. It also helps to introduce some competition and energy. They also provide an opportunity to discuss a subject, and to stimulate a conversation about topics that may be causing confusion.

How to do it

1. Divide the group up into teams of between 3 and 5.

2. Ask each team to prepare three (or more or fewer, depending on the time available and the content) questions related to the content just covered. Allow about 5-10 minutes to do this.

3. Ask each team to ask the next team to answer one question. If the team gets it right, they score one point, if they answer it incorrectly the team asking the question scores a point.

4. Work around the entire group, team to team, one question at a time.

5. When the quiz is complete, use what has been discussed to identify any particular areas of interest.

The elevator speech

The name comes from the idea of catching an elevator in a tall building, and finding yourself alone with someone important, such as a Chief Executive. You have just a few moments to say something very important! So this activity can be useful if you want people to discuss an idea, and to come up with a very simple statement about what is significant.

How to do it

1. Divide the group up into appropriate-sized smaller groups.

2. Explain that they should imagine that they find themselves in an elevator with someone important (who exactly will depend on the nature of the participants). This is their one and only chance to explain something very important about a specific subject.

3. As a group they need to decide what to say in a maximum of 1 minute. Allow the groups about 10 minutes to work together and plan their speech.

4. Ask each country group to nominate one person to read out their speech. Point out that it is important to be passionate about what you say. Ringing a bell or doing something else dramatic at the end of the time helps to inject some fun and excitement into the activity!

Introductions and review sessions

This section contains advice and instructions on how to run the introductory session and the daily review sessions. You should run a:

- **morning review**, which asks people to reflect on the previous day, raise issues that came out for them from the day, and which also helps to get people focused for the new day's activities
- **daily review**, at the end of each day, to reflect on what has been covered in that day

Exactly when these sessions will be delivered will depend on the agenda developed (see the Timetable section above for more information).

Introductions

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
	Formalities For protocol reasons it may be necessary to spend some time at the beginning of the Academy meeting local requirements for speeches, etc. Timings of the following activities will need to be adjusted accordingly.				
09:00 – 09:45	**Introductions** 1. Explain that you would like each person to say what their first name is and the name of the people who have gone before them. 2. Say what your own first name is. 3. Ask someone to say what your name is and then what their first name is, e.g. "This is Carlos and I'm Alice." 4. Ask the next person on to say what your name, the previous person's name and their own name. 5. Repeat this around the room, so that the list that each person has to say gets longer and longer. 6. End this by working through the whole list of names yourself. You can add a bit of fun to this by asking each person to introduce themselves using an adjective that starts with the same letter as the first letter of their name. For example,	Facilitated activity	N/A	Lead facilitator (TBA)	The technique used for introductions may need to be modified depending on the numbers of participants. If there are more than about 20 a simple name, role and country will probably be all that is possible.

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
	"Arty Alice", "Clever Carlos".				
09:45 – 10:00	**Workshop objectives** State workshop objectives. Show slide with workshop programme.	Facilitated activity	Introduction presentation.pptx	Lead facilitator (TBA)	
10:00 – 10:15	**Establish ground rules** Explain housekeeping: • Arrangements for coffee, lunch, etc. • Where to find water • Location of toilets • Evacuation route in emergencies To establish ground rules, either: • Brainstorm with the group for rules to follow during the workshop, or • Present a proposed list on a flipchart and ask the group to agree to these/challenge/add. Typical rules to establish are: • Start and end times • Times for breaks • An agreement on punctuality • Mobile phones switched off or on silent • Confidentiality of anything discussed • Freedom to ask questions at any time • Only one person speaking at any time • Respecting other people's opinions. Once agreed, write them up on a flip chart and keep them visible.	Facilitated activity	Flipchart	Lead facilitator (TBA)	

Morning review

This activity should be run at the beginning of each day, from Day 2 onwards.

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
09:00 – 09:15	The aim of this session is to find out what participants found most useful about the previous day. 1. As participants are arriving and getting ready for the day, ask them to look at the two flip charts and to write on their Post-its at least one item for the useful things learned, and, if they have any, questions they would like to ask. 2. Ask people to stick their post-its on the flip charts as they finish the activity. 3. Review what people have written. Acknowledge items which people have found useful, and if appropriate, do a quick review. Read through any questions posted, and either answer them or make a note to cover these topics in more detail at the appropriate point in the workshop.	Whole group session	Post-its for all Make sure you have fixed on the wall two flip charts, entitled: • Useful things learned • Questions to ask	Lead facilitator (TBA)	

Review of the day

This activity should be run at the end of each day, from Day 1 onwards.

The end of day review is very important as it reminds people of what they have done at a time when they will be mentally drifting off.

Note the replication of the structure introduce, explain detail, summarise, at all levels in the Academy (presentations, group activities and daily structures).

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
17:15 – 17:30	The aim of this session is to find out what participants have found most useful about the day, and what concerns or questions they may have. 1. Ask participants to work in groups of two or three. 2. Ask each group to discuss what has happened during the day, and to identify three topics that they have found of most value. 3. Work around each group, and ask a spokesperson to state what they have found useful. 4. Set the evening's reading. Explain that people will need to have read through the topics that will be covered tomorrow. 5. Check to see if any of the topics for the 'Topic review' session on the final day still need some volunteer presenters. If so, remind people to put their names up.	Whole group session	Topic 0 Handout - Instructions for facilitators.docx Topic 0 Handout - Instructions for facilit	Lead facilitator (TBA)	

Introduction to the training approach

This section contains advice on the "Principles of learning" session which is the first session run after the Introductions. It explains the approach that will be followed, making sure people realise this is a highly participatory event.

Principles of learning

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
45 mins	**Helping people to learn** The aim of this activity is to explain some basic principles about adult learning, which will provide a rationale for the different approaches used in the delivery of this event, and will help people to understand why it is useful to appreciate factors affecting adult learning. 1. Divide participants into four groups. 2. Ask each group to come up with a list of ideas about "What helps me learn". Ask them to write these ideas on their flipchart. 3. Allow the groups 10 minutes, and while they are doing this clear a space on the wall where all four flipchart sheets can be stuck. 4. Ask each group to stick their flipchart sheet on the wall in the place you have cleared. 5. Read through all of the contributions, and ask for more information about some of the contributions in order to stimulate a discussion. 6. Facilitate plenary discussion about what ideas have come up. Summarise key points which emerge. Show presentation. 7. Point out to people the technique they have followed, which has allowed them to have various discussions in different ways in order to arrive at a common understanding. 8. At this point explain the 'Topic review and training delivery practice' session which will be held at the end of the Academy. The aim of this is to give participants who would like to practice some delivery of topic	Lecture/ presentation	Topic 0 Handout - Learning principles.pptx	Lead facilitation skills person	Ideally this should be presented by someone with strong facilitation skills

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
	sessions the chance to do this as part of the Academy review process. 9. Put the flipchart with the list of topics and space for names up in a visible place, and ask people who would like to volunteer to do this to add their names. Remember to have two separate charts for English and French sessions if necessary.				

Topic instructions

This section contains advice and instructions on how to present each topic. Approximate timings are given for each activity, but these need to be adapted to the overall length of the Academy. Exactly when these sessions will be delivered will depend on the agenda developed (see the Timetable section above for more information).

Topic 1: Forests, carbon sequestration and climate change

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
20 mins	**Introduction of topic** 1. Deliver a presentation summarising the content of this topic in the learning journal. 2. Take questions as necessary, and refer to the content of the journal if appropriate.	Lecture/ presentation	PowerPoint presentation: Topic 1		This session should be: • Presentation, 15 minutes maximum • Question and answer, 5 minutes maximum
45 – 60 mins	**Planning your 'elevator speech'** The aim of this activity is to encourage people to think about how climate change is affecting their own country, and to identify strong messages relating to how to deal with this. 1. Make sure participants are sitting in country groups. 2. Explain that they should imagine that they find themselves in an elevator with the President of their country. This is their one and only chance to explain how climate change is affecting the country and what part deforestation and degradation of forests playing in this. 3. As a group they need to decide what to say in a maximum of 1 minute. Allow the groups about 10 minutes to work together and plan their speech. 4. Ask each country group to nominate one person to read out their speech. Point out that it is important to be passionate about what you say. Be careful about managing time in this activity, and it may be necessary to not allow each country to deliver their speech. 5. Summarise key points which emerge.	Small group activity			This activity works well to get people engaged with the Academy, as it can provoke laughter and stimulate energy. You may ask someone to stand next to the presenter playing the role of President, as this helps with the 'theatrical' aspect of the activity.

Topic 2: Understanding REDD+ and the UNFCCC

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
20 mins	**Introduction of topic** 1. Deliver a presentation summarising the content of this topic in the learning journal. 2. Take questions as necessary, and refer to the content of the journal if appropriate.	Lecture/ presentation	PowerPoint presentation, Topic 2		This session should be: • Presentation, 15 minutes maximum • Question and answer, 5 minutes maximum
75-100 mins	**Establishing areas of interest** The aim of this activity is to clarify participants' understanding of the REDD+ initiative. It will also help to identify topics which need to be covered more carefully or in more detail during the rest of the event. 1. Ask participants to work in groups of two or three. 2. Ask each group to have a conversation about REDD+, focusing on questions such as: • What aspects of REDD+ do you find difficult to understand? • What areas of REDD+ are most important to you? 3. Allow the groups about 5-10 minutes for this discussion, and ask people to write their questions on post-it notes. When groups look as if they are coming to the end of their conversation, ask them to go to a designated flipchart or wall area and stick up their notes. 4. Review all of the questions, and, if it seems appropriate, sort them into main groups. If there are any questions which would warrant dealing with at this point, manage a conversation about the answer. 5. Summarise key points which emerge before moving on.	Small-group work			This is an example of using what is sometimes called a 'buzz group'. It is simply to ask small groups to spend a few minutes discussing the subject, identifying areas of difficulty, interest, concern, etc. It is a useful technique for trainers to have available, as it can be used in an emergency when something does not go to plan, and something needs to be dealt with!

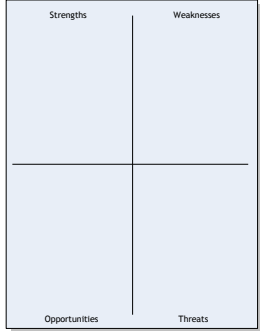## Topic 3: Drivers of Deforestation and Degradation (DFDD)

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
20 mins	**Introduction of topic** 1. Deliver a presentation summarising the content of this topic in the learning journal. 2. Take questions as necessary, and refer to the content of the journal if appropriate.	Lecture/ presentation	PowerPoint presentation, Topic 3		This session should be: • Presentation, 15 minutes maximum • Question and answer, 5 minutes maximum
90 - 150 mins	**Analysing country drivers** The aim of this activity is to encourage participants from different sectorial backgrounds to work together to identify and analyse drivers relevant in their country. There are two stages to this activity, a plenary brainstorm followed by country-based analysis. There is information given on how to use these techniques in the introduction to these facilitator's notes. 1. If it seems that there is sufficient time, the activity can be started by running a whole group brainstorming session to draw up an initial list of direct and indirect drivers which are potentially relevant in the future. While these are listed in the learning journal it would still be useful to generate energy and focus people's attention on the subject using this technique. 2. Explain that you next want people to work in country-based groups to think more carefully about the drivers that are particularly relevant to them. Say that you suggest they use either or both of two particular techniques which are useful for exploring complex issues: these are drawing a rich picture and creating a multiple cause diagram. 3. Divide participants into country groups. 4. Ask each country to draw up lists of direct and indirect drivers that will be influencing deforestation and degradation in their countries.	Country group activity	Flipchart pads for all Preprepared flipchart sheets with rich picture and multiple cause diagram showing typical country drivers. These can be fixed to a wall during the activity to remind people how to use the different techniques. Note that there is a sample multiple cause diagram and rich picture in the handout on facilitation techniques.		Depending on the geographical distribution of the participants it may be easier to organise the activity around four or five groups, which are sorted by country as far as possible. Only run the initial brainstorming activity if there is sufficient time. Its purpose is to 'warm people up' to the subject. Strongly encourage people to use the graphical techniques – they always generate a lot of energy and interest from everyone.

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
	5. Allow 10-15 minutes for participants to do this, and then ask each country to present their findings. This will probably take you up to about 30 minutes into this sub-session. 6. Manage a plenary discussion, and encourage countries to update their lists if the discussion makes them realise there are drivers they have missed. 7. Ask each country to carry out an analysis of these drivers, for each one identifying trends and factors influencing the driver. You should now be about 60 minutes into the sub-session. 8. Repeat the plenary discussion looking this time at the analysis results. 9. Finally ask each country to make some estimates about the significance of each driver and to rank them in importance. 10. Repeat the plenary discussion. Look for areas where people need extra support or clarification is needed. 11. Summarise key points which emerge before moving on.				

Optional activity (if time available)	**Urbanisation and deforestation: the debate**
	The aim of this activity is to encourage a vigorous discussion about whether or not urbanisation contributes to deforestation.
	
	1. Present the motion to the group: "This house believes that urbanisation is a significant driver of deforestation".
	2. Ask for four volunteers, two to argue for and two to argue against the motion.
	3. Allow each pair about five minutes to prepare their arguments. Explain that they:
	   • will have just five minutes each to present their case to the group
	   • must decide how they will present their arguments and who should do this
					It may be appropriate if this is an issue in the region where the Academy is being conducted. Due to time considerations, this may be appropriate as a more relaxed activity that could be conducted during one evening if this is a residential event.
					
					If it is run as an evening event, the four volunteers should be chosen during the day, and given some time to develop their arguments, so that the debate can take place after an evening meal.
					
					How a debate works
					A debate provides a structured way for a group to discuss an opinion (the **motion**).
					
					To provoke discussion, the motion is usually

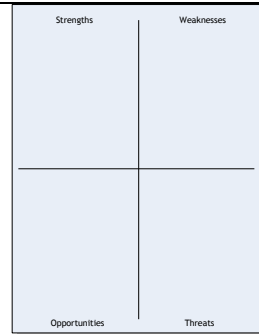| Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
	• should think about what their opponents may say and plan how they will argue against this 4. Invite the first person from the team arguing in support of the motion to speak. They should present the main arguments for or against the motion. Make sure that they do not speak for more than their allowed five minutes. 5. Invite the first person from the team arguing against the motion to speak. They will challenge the arguments presented by the other team's first speaker, and will summarise their own position. Keep them within their five minutes. 6. Allow the audience to ask questions. Try to make sure that this takes no longer than about 15 or 20 minutes. 7. Invite the second person arguing in support of the motion to speak. They should challenge any arguments presented against the motion and summarise their own position. Keep them within five minutes. 8. Invite the second person arguing against the motion to speak. Keep them within their five minutes. 9. Vote by asking people to raise their hands to see whether people agree or disagree with the motion. 10. Bring the debate to a close by announcing "By a vote of [x] to [y], this house agrees (or disagrees) with the motion that (state the motion)". 11. Finish off the activity by asking everyone what they feel they have learned from the debating process.				something potentially controversial. Traditionally the motion is worded as "This house believes that...". To run the debate a small number of people present arguments for and against the motion. Their objective is to persuade people in the audience that their position is correct. There is then a vote as to whether the group agrees or disagrees with the motion.

Topic 4: National Strategies and Action Plans (NS/AP)

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
20 mins	**Introduction of topic** 1. Deliver a presentation summarising the content of this topic in the learning journal. 2. Take questions as necessary, and refer to the content of the journal if appropriate.	Lecture/ presentation	PowerPoint presentation, Topic 4		This session should be: • Presentation, 15 minutes maximum • Question and answer, 5 minutes maximum
60 mins	**Why implement REDD+?** The aim of this activity is to answer the question "Why?", as presented. 1. Divide the group into country groups. 2. Ask each group to consider the question, "Why implement REDD+?". Show the slide with the prompt questions. 3. Allow each group 20 minutes to develop some answers to the three questions, and to write these on a flipchart paper. 4. Ask each group to stick up their flipchart paper on the wall. 5. Ask everyone to walk around the room looking at the answers given by other countries. Allow about 5/10 minutes for this. 6. Ask participants if there are any general messages coming out of what each country has written. Manage a discussion about such issues. 7. Summarise key points which emerge before moving on.		PowerPoint presentation: NS/AP prompts.pptx		Prompt questions: • What is the development context and objectives of our country? • What is the current situation regarding deforestation and degradation? • What is the country's vision for REDD+?

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
30 mins	**Building REDD+ capacity.** The aim of this activity is to encourage people to think about what capacity building activities would be useful in their home countries. 1. Divide the group into the same-country teams. 2. Draw up a SWOT flipchart pad as before. 3. Explain that you want each team to think about what capacity their country has for REDD+ implementation under the four headings, e.g.: • "What are your country's strengths as regards REDD+ implementation?" • "What are its weaknesses as regards REDD+ implementation?" • "What opportunities are there for improving REDD+ implementation capacity?" • "What can make it difficult to strengthen REDD+ implementation capacity?" 4. Ask each team to take a sheet of flipchart paper and write their own headings. 5. Give each team 15 minutes to discuss and write answers under the headings. 6. Ask each team to present their findings. 7. Discuss the findings as a whole group. Focus in particular on the opportunities section, as this should form a solid basis for developing action plans.				

Two alternatives are provided for other activities. These are similar from a process perspective, but have a different focus.
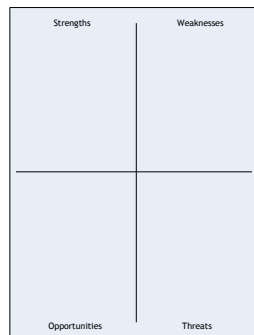
One reason for using the PEST alternative is that Topic 5, which follows in the afternoon, also uses a SWOT analysis methodology, and for variation it may be desirable to use something slightly different here.

60 mins	**Alternative 1: SWOT analysis** The aim of this activity is for country groups to consider how well situated they are for developing strategies and action plans. 1. Divide the group into country groups. 2. Draw up a flipchart pad as shown in the Requirements column. 3. Explain the principles of a SWOT analysis, that the aim of the activity is to draw up lists of strengths, weaknesses, opportunities and threats to the issue under consideration. 4. Explain that you want each team to think about developing their National Strategies and Action Plans under each of the four headings. Display the presentation to give the participants some prompt questions to help them. 5. Ask each team to take a sheet of flipchart paper and write their own headings. 6. Give each team 15 minutes to discuss and write answers under the headings. 7. Ask each team to present their findings. 8. Discuss the findings as a whole group. Focus in particular on the opportunities section, as this should form a solid basis for developing an action plan. 9. Give each country group a further 10 minutes to draw up an action plan that they could follow up on when they return to their individual jobs. 10. Summarise key points which emerge before moving on.		Strengths Weaknesses Opportunities Threats Prompt questions to be found in "Topic 4 SWOT session prompt.pptx"		Strengths: • What will help us to develop the plan? • What is happening in our country to support/encourage REDD+ implementation? Weaknesses: • What do we need to do to strengthen REDD+ implementation capacity? Opportunities: • How can we integrate REDD+ implementation with the country's vision for economic development? Threats: • What are issues which could stop the implementation of REDD+?
60 mins	**Alternative 2: PEST analysis** The aim of this activity is for country groups to consider factors they need to take into consideration when developing strategies and action plans. 1. Divide the group into country groups. 2. Draw up a flipchart pad as shown in the Requirements column. 3. Explain the principles of a PEST analysis, that the aim of		The flipchart pad used for a PEST analysis is exactly the same as for the SWOT analysis process described above, but with the different categories written on it. Prompt questions to be		Political: • What are the country's development priorities? • What are potential national and international political benefits that can arise from the process of developing a strategy?

	the activity is to draw up lists of political, environmental, social and technical factors relevant to REDD+ implementation. 4. Explain that you want each team to think about issues relevant to developing their National Strategies and Action Plans under each of the four headings. Display the presentation to give the participants some prompt questions to help them. 5. Ask each team to take a sheet of flipchart paper and write their own headings. 6. Give each team 15 minutes to discuss and write answers under the headings. 7. Ask each team to present their findings. 8. Discuss the findings as a whole group, and identify any issues which groups see as being particularly problematic. Discuss potential strategies for dealing with these. 9. Give each country group a further 10 minutes to draw up an action plan that they could follow up on when they return to their individual jobs. 10. Summarise key points which emerge before moving on.	found in "Topic 4 SWOT session prompt.pptx"	Environmental: • What other forest-related issues must be taken into consideration? • What are the potential implications of climate change? Social: • How will this contribute to sustainable development and poverty reduction? • At what scale will REDD+ be implemented? Technical: • What technical support is available?

Topic 5: National Forest Monitoring Systems

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
20 mins	**Introduction of topic** 1. Deliver a presentation summarising the content of this topic in the learning journal. 2. Take questions as necessary, and refer to the content of the journal if appropriate. It may be useful to use the two quiz sheets, allowing individuals 5 minutes to see if they can answer the questions, and then going through the correct answers.	Lecture/ presentation	PowerPoint presentation, Topic 5		This session should be: • Presentation, 15 minutes maximum • Question and answer, 5 minutes maximum
20 mins	**NFMS quiz** The aim of this activity is for participants to read through the official documentation and to see if they can interpret it well enough in order to answer some simple questions. Summarise key points which emerge before moving on.		Topic 5 Handout - NFMS Decision 11_CP19 quiz.docx Topic 5 Handout - NFMS Decision 14_CP19 quiz.docx Topic 5 Handout - UNFCCC_Decision_11_CP19.pdf Topic 5 Handout - UNFCCC_Decision_14_CP19.pdf Topic 5 Handout - UNFCCC_Decision_14_CP19_highlights.pdf		

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks

90 - 120 mins	**Setting up a forest monitoring system in country**
	The aim of this activity is to help participants identifying what their own country's particular needs are as regards establishing or strengthening a forest monitoring system. It should build on the knowledge and understanding developed in the previous activity about fictitious countries.
	
	1. Divide the group into the same-country teams.
	2. Draw up a flipchart pad as shown the Requirements column.
	3. Explain that you want each team to think about forest monitoring systems in their country under each of the four headings, e.g.:
	   • "What are your country's strengths as regards NFSM?"
	   • "What are its weaknesses as regards NFSM?"
	   • "What opportunities are there for improving NFSM processes?"
	   • "What can make it difficult to strengthen NFSM processes?"
	4. Ask each team to take a sheet of flipchart paper and write their own headings.
	5. Give each team 15 minutes to discuss and write answers under the headings.
	6. Ask each team to present their findings.
	7. Discuss the findings as a whole group. Focus in particular on the opportunities section, as this should form a solid basis for developing action plans.
			Strengths Weaknesses
			
			Opportunities Threats
					A SWOT analysis is a good technique to use to structure this activity.

Topic 6: Forest Reference Emission Levels

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
20 mins	**Introduction of topic** 1. Deliver a presentation summarising the content of this topic in the learning journal. 2. Take questions as necessary, and refer to the content of the journal if appropriate.	Lecture/ presentation	PowerPoint presentation, Topic 6		This session should be: • Presentation, 15 minutes maximum • Question and answer, 5 minutes maximum
80 – 100 mins	**Country case study exercise** 1. Divide the participants into a maximum of 7 groups. 2. Give each participant a copy of the exercise guidance and country profile handouts. 3. Allocate to each group one of the countries on the country profile handout. 4. Read briefly through the questions on the guidance document, and ask the participants to, as a country group, find answers to these questions based on the fictional country data. 5. Explain that a designated note-taker should compile a list of priorities for technical work for the country that will enable them to construct a FREL for submission to the UNFCCC. They should fill in the PowerPoint template and nominate a person to report back. Remind them that facilitators are there for help at any time. 6. At the end of the exercise consider your priority actions and reflect among the group		Required documents: • Topic 6 FREL_Exercise_template.pptx • Topic 6 Handout - FRELs_Collaborative _Exercise_Guidance.docx • Topic 6 Handout - NFMS-FRELs module_Example country profiles.docx		
45 – 60 mins	**Own country assessment** Depending on the make up of the participants, it may be useful to repeat the case study exercise with people working in the same country groups, in order to make an assessment of the priority actions for FREL development in their own country. Alternatively, real countries could be used as the basis for the case study activity. Summarise key points which emerge before moving on.				

Topic 7: Policies and Measures

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
20 mins	**Introduction of topic** 1. Deliver a presentation summarising the content of this topic in the learning journal. 2. Take questions as necessary, and refer to the content of the journal if appropriate.	Lecture/ presentation	PowerPoint presentation, Topic 7		This session should be: • Presentation, 15 minutes maximum • Question and answer, 5 minutes maximum
60 mins	**Exercise 1: Identify and prioritize SMEs REDD +** The objective of this exercise is for participants to develop a list of PAMs to implement REDD +, taking into account the analytical and strategic process necessary for defining and prioritizing them. 1. Divide the group into country teams. 2. Explain that the exercise is to identify a list of possible PAMs for implementing REDD +. 3. Ask teams to define a preliminary list of possible PAMs based on the analysis of the drivers of deforestation identified in Topic 3. 4. Ask the teams to identify technical inputs needed to define PAMs. 5. Ask the teams to define their PAMs in a way consistent with the NS/APs (from Topic 4). 6. Make sure the teams identify their PAMs as addressing direct or indirect drivers (Topic 3). 7. Allow 20 minutes for the group activity and to write their ideas on a flip chart and stick this to the wall. 8. Briefly discuss any issues that come up, and explain that they will be working on these PAMs in more detail in the next activity.				
60 mins	**Exercise 2: Develop prioritized SMEs** The objective of this exercise is to allow participants to discuss what needs to be taken into account when implementing a prioritized PAM. 1. Continue with the same country teams. 2. Ask each group to choose a PAM they would like to develop. 3. Explain that the teams must list what is needed to implement the PAM, including: • specific actions for implementation				

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
	• partner stakeholders (public and private) • legal considerations • institutional arrangements • other relevant cross cutting elements that will be discussed in the next sessions for example financing, safeguards, governance 4. Allow 20 minutes for discussion and to prepare an implementation plan on flip chart covering the points listed. 5. Ask teams to record what challenges they think there could be to implement the PAM. 6. Ask three countries to present their conclusions from Exercises 1 and 2. 7. Review what has been discussed, identifying general issues coming out of the group working.				

Topic 8: REDD+ safeguards under the UNFCCC

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
20 mins	**Introduction of topic** 1. Deliver a presentation summarising the content of this topic in the learning journal. 2. Take questions as necessary, and refer to the content of the journal if appropriate. Note: there are two activities here, and you should choose which seems most useful or appropriate. The BeRT session is shorter and it may be possible to do both if you have time.	Lecture/ presentation	PowerPoint presentation, Topic 8		This session should be: • Presentation, 15 minutes maximum • Question and answer, 5 minutes maximum
30 – 45 mins	**Using the BeRT tool** The aim of this activity is to help participants learn how to use the Benefits and Risks Tool (BeRT). In this short session before lunch it would be important to make sure that people have access to the tool (on-line or distributed on disc/zip drive, and all have a copy of the User Guide. Once people have set up the tool on their computers it would be useful to use remaining time in the session to do a short demonstration of its features.		There needs to be at least one computer available for each of the four groups. BeRT available at: http://www.un-redd.org/multiple_benefits/sepc_bert/tabid/991/default.aspx		The Benefits and Risks Tool (BeRT) is designed to support countries to: • Identify benefits and risks associated with REDD+ actions, in the context of the Cancun safeguards • Determine how the country's existing policies, laws and regulations (PLRs) already address the risks or promote the benefits identified • Identify gaps in the PLR framework that may need to be addressed in order to address and respect the Cancun safeguards in REDD+ implementation. • Utilize information on the benefits and risks of specific REDD+ actions/options to inform decisions on which actions to include in the REDD+ strategy. • Provide content for use in the summary of information on how countries are addressing and respecting the safeguards through existing PLRs

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
60 – 90 mins	**Identifying the benefits and risks of REDD+ PAMS** The aim of this activity is to Identify benefits and risks associated with REDD+ actions, in the context of developing a country approach to the Cancun safeguards, and understand how policies, laws and regulations (PLRs), and other measures can help to mitigate the risks or promote the benefits identified to ensure the safeguards are being "addressed and respected". This will help participants to utilize information on the benefits and risks of specific REDD+ actions/options to inform decisions on which actions to include in the REDD+ strategy. It will also help participants to identify the types of information to be reported in a safeguard information system. 1. Divide participants into their country groups. 2. Ask participants to select one prioritized PAM from the previous topic. 3. Give groups 20 minutes to discuss the potential benefits and risks of the prioritized PAM, as well as potential measures to mitigate the risks identified and realize the benefits identified. 4. Ask groups to select one benefit or risk and assess which Cancún safeguards are relevant for the identified benefit or risk, and explain why. Give them time to do this. 5. Ask groups to provide an example of how they can report that one of the selected safeguards is being addressed and respected throughout the implementation of the prioritized PAM. Give them time to do this. 6. Ask some groups to report-back to plenary. Summarise key points which emerge before moving on.		Each group will need a facilitator to help with the use of the tool.		

Topic 9: REDD+ finance

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
20 mins	**Introduction of topic** 1. Deliver a presentation summarising the content of this topic in the learning journal. 2. You do not need to take questions during or immediately after this presentation, as the following activity is a structured question and answer session.	Lecture/ presentation	PowerPoint presentation, Topic 9		This session should be: • Presentation, 15 minutes maximum • Question and answer, 5 minutes maximum
30 – 45 mins	**What do we want to know?** The aim of this activity is to allow participants to reflect on the presentation and identify key questions that they would like to ask. 1. Make sure that participants are working in groups of 4 or 5. Ask each group to discuss what they have just heard in the presentation, and to decide what are the three most important questions that they would like to ask about REDD+ financing. Allow about 15 minutes to do this. 2. Ask each group to write their questions on a flipchart. 3. While they are writing their questions, look at what is being written and decide how to deal with answering them. Several groups may ask the same question, and it would be sensible to answer them together. 4. When other groups are ready, work around the flip charts, answering the questions and managing the discussion which follows.				
60 mins	**Challenges in developing a REDD+ financing plan** The aim of this activity is to allow individual countries to consider what obstacles they may face in developing a REDD+ financing plan, and how they can overcome them. 1. Divide the participants into country groups. 2. Ask each country to identify obstacles that they can see or have experienced in developing a REDD+ financing				This is an optional, additional activity that you may want to run if the previous activity leaves enough time, or if you feel that this is a subject which needs specific attention.

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
	plan. 3. Ask them to summarise these obstacles on a flipchart pad. Allow about 15 minutes for this activity. 4. When each group is ready, ask someone from each country to deliver a short explanation of what they have discussed. 5. Repeat this for each country, and if it seems appropriate, you may want to make a summary list of common obstacles identified. 6. When each country has reported back, manage a discussion about these obstacles and see if you can identify strategies that could be followed to overcome them.				

Topic 10: Benefit sharing

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
20 mins	**Introduction of topic** 1. Deliver a presentation summarising the content of this topic in the learning journal. 2. Take questions as necessary, and refer to the content of the journal if appropriate.	Lecture/ presentation	PowerPoint presentation, Topic 10		This session should be: • Presentation, 15 minutes maximum • Question and answer, 5 minutes maximum
60 – 90 mins	**Issues with designing Incentive Allocation Systems** The aim of this activity is to promote a discussion about the issues associated with designing Incentive Allocation Systems, so that participants develop a clear understanding of what these issues are. 1. Divide participants into seven groups. Give each group (randomly, unless you think they may be some advantage in giving certain issues to particular groups) one of the issue sheets. 2. Ask each group to have a discussion about the issue and to be prepared to deliver a short presentation about it after lunch. 3. Ask each group in turn to deliver a short presentation about the issue they have been considering. Ask each group to take no more than five minutes. 4. Managed a plenary discussion about issues arising from this activity.		Print out the document "Topic 10 Handout - Issues in Incentive Allocation Systems.docx" on seven separate single-sided sheets. Topic 10 Handout - Issues in Incentive Al		

Topic 11: Public awareness and stakeholder engagement

There are a number of exercises available here, and you can use whichever you think would be the most useful/suitable for the particular group. There are two stages in this topic:

- Identifying stakeholders (Activities 1, 2 and 3)
- Deciding on methods of engagement (Activity 4)

You may find that doing one of Activities 1, 2 or 3, then following this with Activity 4 works well. Activity 1 is quite a visual way of developing the list of stakeholders and may work well to start with before going on to Activity 2.

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
20 mins	**Introduction of topic** 1. Deliver a presentation summarising the content of this topic in the learning journal. 2. Take questions as necessary, and refer to the content of the journal if appropriate. There are a number of different activities suggested here. Decide which will be most useful for your particular group of participants.	Lecture/ presentation	PowerPoint presentation, Topic 11		This session should be: - Presentation, 15 minutes maximum - Question and answer, 5 minutes maximum
30 – 45 mins	**Activity 1: Developing an influence diagram of stakeholders** The aim of this activity is to help participants identify who the stakeholders are in REDD+ implementation. An example of a possible influence diagram is shown opposite. 1. Divide the participants into country groups. 2. Explain how an influence diagram works: that it identifies groups or individuals having some interest or influence in the issue being considered. Lines with arrows are drawn showing the direction and strength of influence. People collaborating to draw a diagram of this sort is a powerful way of developing an understanding of the network of influence relationships in an issue. 3. Explain that it is useful to draw this on a flipchart pad, using Post-its for each actor, which makes it easier to				Influence diagram:

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
	move them around as the diagram develops. 4. Give the participants about 20 minutes to draw their influence diagram. 5. Ask each group to quickly describe who is in their influence diagram, and manage a discussion about common issues, etc.				
60 – 90 minutes	**Activity 2: Identifying key stakeholders for REDD +** This exercise shows participants how to identify stakeholders and determine the priority level of participation. One of the first steps in the process of stakeholder engagement is to determine who these actors are. A process of mapping, analysis and characterization of these will clarify who needs to be involved in REDD + implementation. 1. Divide participants into country groups. 2. Make sure each participant has a print of the handout or can open an electronic copy on a laptop. 3. Ask participants to identify the relevant stakeholders, based on the "national vision of REDD +" (defined in Topic 4 on NS/APs). (Note, as an alternative each group can develop the exercise based on one of the PAMs prioritized in Topic 7). Ask them to list these in the table "Who are key REDD+ stakeholders?" This should take about 20 minutes. 4. Ask participants to decide the importance of each stakeholder according to the critieria in the table "Suggested criteria for selecting and prioritising stakeholders". Allow about 20 minutes for this exercise. 5. Ask about three groups to present their work, and manage a discussion about this, drawing out key points		Presentation on EN / LA, slide with guiding questions. Print out enough copies of the handout for each participant: Topic 11 Handout - Stakeholders.docx Topic 11 Handout - Stakeholders.docx Alternatively, give people an electronic copy for them to complete (by email to all in the workshop)		

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
	arising before moving on.				
30 – 45 mins	**Activity 3: Drawing an interest-influence graph** An interest-influence graph shows who the main stakeholders are, and indicates their relative levels of interest in the issue under consideration and influence. An example of the basic chart is shown opposite. 1. Divide the participants into country groups. 2. Explain how the interest-influence graph works. 3. Ask each group to draw an interest-influence graph for their own country, in order to identify those stakeholders with a high interest and high influence. Allow about 20 minutes for this. 4. Ask each group to quickly describe who is in their interest-influence chart, and manage a discussion about common issues, etc. **Using both options** Note that it is perfectly acceptable to use both options, and this may in fact a better result. You will need to manage the time carefully, but would save some time by not needing to manage the plenary discussion in between each stage.				Interest-influence graph Interest-influence graph chart showing Power (vertical axis, Low to High, 1–4) and Interest (horizontal axis, Low to High, 1–4) with four quadrants: Advocacy, Close Engagement, Awareness Raising, Empowerment
60 – 90 mins	**Activity 4: Levels of engagement for participation with REDD +** One of the critical points in the process of stakeholder engagement is to determine the desired level of participation. This exercise aims to illustrate the need to determine the desired levels of different actors and possible participation analysis methods, according to the elements of REDD +. 1. Divide the audience into country delegations. 2. Explain the logic of the exercise. This is to plan the desired level of involvement (inform, consult, etc.) of the actors identified in Exercise 1 and methods to use,		As for exercise 1, print out enough copies of the handout for each participant: Topic 11 Handout - Stakeholders.docx Alternatively, give people an electronic copy for them to complete (by email to all in the workshop)		

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
	in relation to the four elements of REDD +. As a suggestion, to use time efficiently suggest that they only prioritise stakeholder marked high priority in Exercise 1. Ask people to write some part of their response on flipcharts for presentation. Allow about 20 minutes for this. Ask three groups to volunteer to report on their work, and manage a discussion and look for key issues emerging.				

Topic 12: Good governance

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
20 mins	**Introduction of topic** 1. Deliver a presentation summarising the content of this topic in the learning journal. 2. Take questions as necessary, and refer to the content of the journal if appropriate.	Lecture/ presentation	PowerPoint presentation, Topic 12		This session should be: • Presentation, 15 minutes maximum • Question and answer, 5 minutes maximum
60 – 120 mins	**Relating governance to PAMs, etc** The aim of this activity is to help participants see how the various PAMs, safeguards, PLRs, etc, that they have discussed so far relate to the principles of good governance. 1. Divide the participants into five groups. 2. Give each group two of the principles of good governance cards. 3. Ask people to think back over the last few days about the work that has been done on drivers, PAMs, safeguards, etc, and to think about how this relates to the two principles stated on the cards that they have. 4. Ask them to write on a flipchart one particular PAM, safeguard or PLR they have considered, and how this relates to each of the principles of governance they have been discussing, identifying how: • this contributes to the principle • how there may be some contradictions with the principle 5. Ask them to repeat this for two other PAMs, safeguards or PLRs. 6. Allow each group to make their presentation, then facilitate a plenary discussion to make sure people understand what the principles of good governance are.		Set of principles of good governance cards. (Print out the handout and cut it up into 10 separate cards) Topic 12 Handout - Principles of good gov Make sure you have some spare cards, so that if people finish their discussion early you can give them some more topics to consider.		

Academy review

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks

15:15 – 17:00	**Academy review**
	The aim of this session is to summarise what has been covered in the five days of the Academy, and to highlight key issues and agree next steps.
	
	1. Deliver a presentation which runs briefly through each of the 12 topics, making sure to stress how they are connected with each other. Make this a maximum of 15 minutes.
	2. Ask participants to form small groups of about three, and then give them about 10 minutes to discuss the Academy and what the most important parts of it have been for them. Ask the groups to identify three key subjects which have been of particular interest to them, and to write each one on a separate Post-it.
	3. Ask each group to stick their Post-its up on the wall. As the groups are doing this, try to sort them into main topics. Aim for about five or six main topics if possible.
	4. Facilitate a discussion about each of the main topics, discussing:
	   • why these are important
	   • if there are any particular challenges associated with these
	   • what further support may be needed to move these forward
	   • etc
	5. When you have worked through each of the topics, bringing the Academy to a close. Thanks participants for their contributions and explain next steps as appropriate.
				Lead facilitation skills person	

Topic review and training delivery practice

The aim of this session is to give some of the participants the chance to practice some training delivery skills in the context of REDD+ implementation.

The way this is presented will also be useful as a review session.

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
	Preparation for this session At least one day before you run this session meet with the people who have agreed to deliver a session and explain what the aims are. Explain to each person that they can use the introductory presentation for each topic if they wish, or they choose to do something else: for example they may decide to run a small activity using one of the techniques used in the Academy. The biggest constraint is time. If you are running an: • 8 day Academy, each person has 30 minutes • 5 day Academy, each person has 15 minutes. This will have a big effect on what they can do.				
20 mins	**Personal skills for presentation** The aim of this first part of the session is to explain some personal skills which are useful when presenting to groups of people. 1. Deliver the presentation on principles of good presentation. 2. As a summary, ask participants how relevant they are to the local culture, and if there are any important differences or additions that are needed. 3. Make sure people that the people who are going to lead each topic's review session are ready to deliver their presentation.		Topic 0 Presentation principles.pptx	Lead facilitation skills person	Demonstrate each of these skills while revealing the paragraphs on the presentation.
	Topic reviews				Make sure you have volunteers for running each topic review.

Time	Content and goal/aim of session	Method	Requirements	Person Resp	Remarks
	The aim of this activity is to deliver review presentations. 1. Ask each person in turn to deliver their presentation, starting with Topic 1 and going through to Topic 12. 2. Allow a small number of questions at the end of each topic, but keep a close eye on the time. 3. Encourage people to applaud each presenter at the end of the topic, and aim to keep the atmosphere light-hearted and supportive.				Note that for a five-day Academy there are only 3 hours available for this activity, which means a maximum of 15 minutes per topic. If you do not have volunteers for all topics, you may instead prefer to give extra time to those topics where there are volunteers.