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# **Technical Assistance for REDD+ Implementation: REDD+ Academy 3.0: A Capacity Building Platform for Forest and Climate**

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UN-REDD PROGRAMME

EXECUTIVE BOARD

INTERSESSIONAL DECISION 4/2023

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# REDD+ Academy 3.0: A Capacity Building Platform for Forest and Climate Workplan and Budget (Contribution by Republic of Korea, Korea Forest Service, to UN-REDD technical assistance)

4 August 2023

## 1. BACKGROUND

With less than a decade to 2030, data from the 2022 UNEP Emissions Gap report shows that the world is off-track in achieving the required emissions reduction that will keep global warming to 1.5C. There is a need to double down on efforts from different sectors to act against climate change now – and fast.

The forest sector has the potential to reduce roughly 4 gigatonne emissions per year, making it one of the most scalable solutions to the climate crisis. This concept of reducing emissions by protecting the world's forests from being felled is an early model of REDD+ introduced to the international community in 2003. Exactly ten years later, in 2013, the Warsaw REDD+ framework which shapes REDD+ implementation including its methodologies and modalities was adopted. It has been almost 10 years since then and for the last decade, multiple efforts have been initiated to enhance the capacity of relevant stakeholders needed to unlock the full potential of REDD+.

These capacity building efforts were mainly centered around supporting the readiness-phase of developing countries as it is the prerequisite of full REDD+ implementation. However, as the Paris Agreement enters into force, additional steps towards developing the capacity of forest countries are needed to advance in the implementation of REDD+ and to access results-based finance. More recently, the rulebook for implementing Article 6 for carbon markets reached an agreement at COP26 in Glasgow. Parties are now better equipped to implement large scale REDD+ programmes and use the mitigation outcomes to meet their Nationally Determined Climate (NDC) goals. At the same time, increasing attention both from developed and developing countries are drawn to forest and jurisdictional REDD+ programmes. This signals the need to shift from building the infrastructure to getting tangible outcomes, and moving beyond the readiness phase to supporting full REDD+ implementation

**Against this backdrop, the Korea Forest Service and the UN-REDD Programme propose to launch the “REDD+ Academy 3.0: a capacity building platform for forests and climate” with the aim of enabling and promoting full REDD+ implementation by addressing emerging issues around carbon markets, upfront financing and new digital technologies.**

## 2. OBJECTIVES, OUTPUTS AND ACTIVITIES

**OBJECTIVE:** Position the REDD+ Academy 3.0 as the go-to platform that will enhance the capacity of governments to effectively implement all three phases of REDD+.

- **OUTPUT 1. Developing an up-to-date technical curriculum for REDD implementation, building on good practices worldwide and UN-REDD's experience and knowledge in supporting countries to implement REDD+ measures, deliver high-quality emissions reduction and access financing;**

- **OUTPUT 2. Complementing the above technical knowledge resource with experiential, in-person, peer-to-peer learning** using new modes of learnings (blended; action-based; micro-learning) tailored to specific contexts; and
- **OUTPUT 3. Providing spaces for various REDD+ stakeholders to engage in country, regional and global policy fora and exchange knowledge with practitioners and policy makers.**

Based on the objectives above, the “REDD+ Academy 3.0” will have activities clustered around three components that are mutually dependent:

<p><b>OUTPUT 1.</b></p> <p><b>REDD+ ACADEMY LEARNING JOURNALS</b></p> <p><i>Learning Journals and Online Courses</i></p>	<p><b>OUTPUT 2.</b></p> <p><b>REDD+ ACADEMY LABS</b></p> <p><i>In-person learning events</i></p>	<p><b>OUTPUT 3.</b></p> <p><b>REDD+ EVIDENCE-BASED POLICY DIALOGUES</b></p> <p><i>Webinars, side events at regional/intergovernmental events</i></p>
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### **OUTPUT 1. REDD+ Academy Learning Journals and Online Courses**

**Objective:** Revise and further develop UN-REDD learning curriculum to strengthen foundational and emerging knowledge on REDD+.

The initial effort will be to update and further develop a series of learning journals, which are guidebooks on REDD+ readiness and implementation. The journals are aimed at various stakeholders, from civil society to public officials in developing countries and will help bridge their REDD+ knowledge needs through different modes such as micro-learning courses and action-based learning.

*Activity 1.1 Review of the learning journals and coursework.* The structure and content of the current Academy learning journals will be evaluated through an in-depth review that will consider (i) experience in the use of the existing journals, (ii) scientific and technological developments, (iii) experience with policy implementation to-date, as well as (iv) key knowledge gaps and needs from key stakeholders.

*Activity 1.2. Produce updated set of Learning Journals.* This review will result in the updating of the 12 existing learning journals and will inform the development of new journals. Some of the emerging issues that may lead to new journals include advances in policy responses to address agricultural drivers of forest loss, carbon rights and benefit sharing arrangements, nested accounting, links with Article 6 rulebook, costs and effectiveness of REDD actions, use of new digital technologies such as blockchain, among others. In this process, a social inclusion and gender approach will also be effectively integrated across the updated set of Learning journals. In addition, an updated set of case studies will be developed.

### **OUTPUT 2. REDD+ Academy Labs**

**Objective:** Implement learning labs to facilitate meaningful knowledge exchanges and further build capacity and networks of practitioners and governments

Based on the foundational knowledge gained from the learning journals and online courses, this output seeks to bring together a gender equitable group of participants, across a range of stakeholder groups, for in-person capacity development programmes in the form of learning labs and knowledge exchange events. This will allow for open and meaningful exchanges of ideas, experiences, innovations and practices.

Activity 2.1. Development and implementation of 4 regional in-person and on-site learning labs based on the new learning journals: The learning labs will be based on the UN-REDD Programme learning curriculum and will bring together a gender-equitable group of diverse stakeholders from different countries to meet face-to-face to allow for an impactful and trust-based knowledge sharing and learning experience. The labs will also have an action-based learning component, for example integrating on-site visits to valuable sites such as Korea's successful forest restoration projects. They will also be designed and implemented in a socially inclusive and gender-responsive manner, to promote that the participants equitably represent the different gender and stakeholder groups involved in REDD+ as well as can participate actively in discussions.

Activity 2.2. Development and implementation of a quality assurance scheme/framework to capture and distill knowledge and learnings from the events: In order to ensure that the knowledge from the learning labs' exchanges are captured and managed, a framework for capturing knowledge will be implemented. The captured knowledge could further be integrated in the learning journal via a feedback loop and included in the UN-REDD website to reach a wider audience.

### **OUTPUT 3. REDD+ evidence-based policy dialogues**

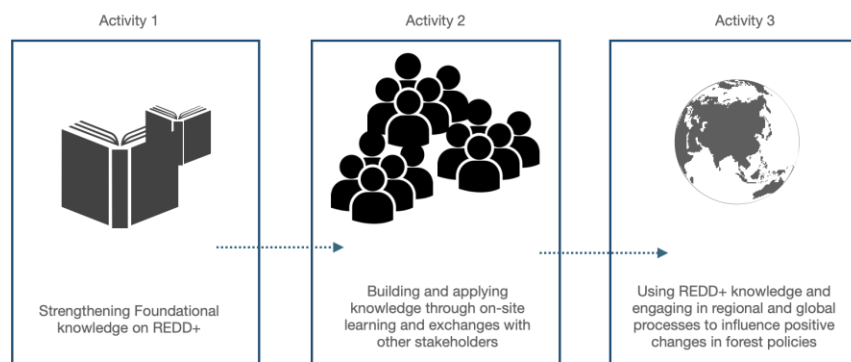
**Objective:** Engage wider communities and global climate policy spaces to apply new REDD+ knowledge and drive REDD+ policy change.

This output will bring together the experiences, learnings and innovation from the REDD+ learning journals and in-person labs for evidence-based policy dialogues and will make use of existing policy engagement processes such as UNFCCC COP and other UN or global/regional led processes. To ensure coherence with other UN-REDD events and knowledge exchanges, this activity could be co-financed through other funding sources.

Activity 3.1. Development and implementation of online dialogues and discussion groups : An online dialogue and discussion groups on REDD+ activities will be launched to complement the learning journals and on-site learning labs. The dialogues could be quarterly or on-demand and would also keep track of the progress of stakeholders in applying the lessons learned from the REDD+ Academy.

Activity 3.2. Development and implementation of side events at global climate processes and other relevant policy spaces: This activity includes side events to foster uptake of REDD+ knowledge by decision-makers and allowing country stakeholders to engage in policy engagement spaces such as UNFCCC COP and other UN or global/regional led processes such as G20 and ASEAN. Through engaging in these processes, stakeholders will have the opportunity to further share and apply their knowledge on REDD+ and influence policy decisions surrounding forests. Such engagement does not imply participation in formal negotiation processes but will rather happen through side events and other policy related activities such as preparation and disseminating of knowledge-based briefing notes and provision of case studies.

Figure 1: Complementarities between the different aspects of the capacity building activities



### 3. PARTNERS AND STAKEHOLDERS

This is a partnership between the UN-REDD Programme and the Republic of Korea. The Republic of Korea is an excellent example of having run a successful country-wide forest restoration initiative. The agents of its success are similar to the factors responsible for successful REDD+ actions: strong governance and social and environmental safeguards in place. On the other hand, UN-REDD provides an unrivalled experience in working with countries to develop their capacities to deliver high-quality emission reductions. Some of these learnings are captured in the current REDD+ Academy courses, which has not been updated as of late.

The key stakeholders of the learning journals and labs are mainly government practitioners in UN-REDD partner countries. But because of the ever changing REDD+ landscape, the academy will also look to some extent at meeting the needs and demands of corporate /private sector as well as of local communities and IPs from different regions and contexts. The more context specific the journals are, the better the uptake is. Key considerations will also be given to geographical and gender balances in terms of audience targetting.

#### 4. METHODOLOGY

The methodology will address how to accomplish processes and procedures to make the REDD+ Academy learning approach more **agile, efficient** and **effective** in this new landscape where increasing outreach and upscaling impact are necessary.

Learning journals and topics have very short life cycles so it may make sense to keep them as stand-alone. It would also be important in the long run to be able to conduct regular horizon scanning to understand new gaps that arise, and then be able to implement necessary changes on the journals and courses quickly. There is a clear need to **move from a rigid linear approach to a more iterative model of learning journal development.**

Based on this the development of the REDD+ Academy will take a two-pronged approach with two processes happening simultaneously. In both processes, a gender-responsive approach will be integrated, for example, in ensuring that the differentiated needs and interests of women and men are considered, gender-disaggregated learning analytics, and gender balance in participants, authors and reviewers.

- **Process 1: Technical content development: A quality assurance scheme will guide the technical content development.** Because the journal development will be split across three agencies, we need to ensure that the reviewers/authors tap into one unified learning quality assurance scheme, with considerations on cross-cutting topics like gender. Mainstreaming a quality scheme beyond merely the relevance of the content will be a key leverage factor also to streamline the production of future learning journal modules. Looking for a peer-review model which can go beyond the initial life cycle of a specific knowledge product and result into a standard sustainable review mechanism.
- **Process 2: Stakeholder insights and learning plan:** A learning plan will be developed which will cover aspects of learning analytics, data, stakeholder needs, communications and dissemination. This track will investigate: To what extent can learning analytics be used to systematically collect and analyze stakeholder insights and crowdsource the views of participants and institutional clients to be used in country, regional and global policy fora? How can we go beyond the specific knowledge products a continuous community of practice be created to further continue knowledge exchange beyond the formal learning offer? Which new sources of knowledge and modes of peer-to-peer learning, experiential learning, micro-learning can be complementary and adapted to the specific context? What are the best learning modalities to support a hybrid learning journey contributing to the overall specific goals of the project?

## 5. INDICATORS AND SUCCESS CRITERIA

Three areas were defined as key success criteria, namely **enhanced outreach, quality of knowledge and effectiveness**. In this case, outreach relates to the number of relevant users/ stakeholders trained by the Academy, quality of knowledge shared refers to the relevance and standard of content; and effectiveness refers to how the Academy is contributing to overall REDD+ implementation.

<b>SUCCESS CRITERIA 1: ENHANCED OUTREACH</b>	<b>SUCCESS CRITERIA 2: QUALITY OF KNOWLEDGE</b>	<b>SUCCESS CRITERIA 3: EFFECTIVENESS AND SUSTAINABILITY</b>
<p><i>Indicators: number of relevant users/stakeholders trained by the academy (use of learner analytics; measured by number of users disaggregated by group, gender, age, country, etc)</i></p> <p><i>Target: At least 40% of users from governments; <b>50% gender balance in participants, authors, reviewers</b></i></p>	<p><i>Indicators: quality of training/knowledge shared (measured by sentiment analysis, satisfaction survey, etc)</i></p> <p><i>Target: At least 85% satisfaction rates across all genders (e.g. men, women, non-binary, etc.) in the learning journals and lab, <b>disaggregated by gender</b></i></p>	<p><i>Indicators: effectiveness and sustainability of the initiative (measured by events, policies and practices influenced as a result of the learning labs and journals - anecdotal evidence/surveys; sustainability measured by ease of updating journal content)</i></p> <p><i>Target: 1 policy event influenced per year starting year 3; <b>gender and social inclusion messaging included</b></i></p>

## 6. BUDGET AND TIMELINE

Table 1. Total budget (in USD)

UNDG Harmonised Categories	UN-REDD Results Framework 2021-2025 Outcome 4 (Connecting actors and knowledge for forest solutions)																				Total
	2023				2024				2025				2026				2027				
	FAO	UNDP	UNEP	2023 Total	FAO	UNDP	UNEP	2024 Total	FAO	UNDP	UNEP	2025 Total	FAO	UNDP	UNEP	2026 Total	FAO	UNDP	UNEP	2027 Total	
Transfers & Grants Counterparts			150000	150000			100000	100000			80000	80000			50000	50000			50000	50000	430,000
Staff and Other Personnel Costs	50000	50000	50000	150000	50000	50000	50000	150000	50000	50000	50000	150000	50000	50000	50000	150000	50000	50000	50000	150000	750,000
Contractual Services							50000	50000			50000	50000			50000	50000			50000	50000	200,000
Travel			50000	50000			50000	50000			70000	70000			100000	100000			100000	100000	370,000
Gen Operating and Other Indirect Costs			5000	5000			5000	5000			5000	5000			5000	5000			5000	5000	25,000
<b>Sub total direct costs</b>	<b>50000</b>	<b>50000</b>	<b>255000</b>	<b>355000</b>	<b>50000</b>	<b>50000</b>	<b>255000</b>	<b>355000</b>	<b>50000</b>	<b>50000</b>	<b>255000</b>	<b>355000</b>	<b>50000</b>	<b>50000</b>	<b>255000</b>	<b>355000</b>	<b>50000</b>	<b>50000</b>	<b>255000</b>	<b>355000</b>	<b>1,775,000</b>
Indirect support costs	3500	3500	17850	24850	3500	3500	17850	24850	3500	3500	17850	24850	3500	3500	17850	24850	3500	3500	17850	24850	124,250
<b>Grand Total</b>	<b>53500</b>	<b>53500</b>	<b>272850</b>	<b>379850</b>	<b>53500</b>	<b>53500</b>	<b>272850</b>	<b>379850</b>	<b>53500</b>	<b>53500</b>	<b>272850</b>	<b>379850</b>	<b>53500</b>	<b>53500</b>	<b>272850</b>	<b>379850</b>	<b>53500</b>	<b>53500</b>	<b>272850</b>	<b>379850</b>	<b>1,899,250</b>



## 7. 2023 WORKPLAN

OUTPUTS	DELIVERABLES	ACTIVITIES	2023 Timeline												
			Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec		
<b>OUTPUT 1.</b>  <b>REDD+ Academy Learning Journals and Online Courses</b>	1.1.1. Completed project work plan	1.1.1.1. Inception Meetings and donor meetings													
		1.1.1.2. Development of methodology and quality assurance scheme													
	1.1.2 Topics for 6 learning journals identified	1.1.2.1.. Identification and selection of topics, tasks and budget for batch 1 of the learning journals													
	1.1.3 External learning agency hired and onboarded	1.1.3.1.. Drafting of TOR and hiring of external service provider to co-develop and co-design the learning plan, strategy, and provide guidance, etc.													
	1.1.4. Learning plan and methodology co-designed	1.1.4.1.. Onboarding workshop to kick start the review process and learning plan development (virtual/in-person)													
	1.1.5. Review and content drafting process	1.1.5.1. TRACK 1: Review and drafting of new content for the existing journals													
		TRACK 2: Further develop learning plan and stakeholder insights													
	1.1.5.2.. Quality assurance and finalization of content (in word document)														
	1.1.6. Testing phase completed through webinars and learning labs	1.1.6.1. Testing the journals through webinars, knowledge exchange and learning labs  a. Asia Pacific Knowledge exchange on carbon markets b. LAC knowledge on safeguards? c. AFF knowledge exchange on XXX													
1.1.7. All 6 journals produced, published and promoted online	1.1.7.1.. Editing, layout, development of graphics and publishing of the learning journals on the web														
	1.1.7.2.. Promotion and communications activities around the journals														