Introducing the ITTO-IUFRO FLR Learning Modules

Background

On March 1, 2019, the United Nations General Assembly proclaimed 2021–2030 as the UN Decade on Ecosystem Restoration. In the tropics alone, more than 9 million hectares of forests are degraded; threatening the livelihoods, and even lives, of millions of forest dependant people. These need to be restored at the earliest, and definitely within this decade of global resolve, which can be achieved only if the world puts all available human, financial and intellectual resources to work on the task. Capacity building in all areas relevant to forest landscape restoration (FLR) would be crucial for readying the communities, forest and other government departments, women organizations, and civil society in general for this humongous task.

Considerable knowledge and experience exist on how to restore degraded forest landscapes, and a number of policy and technical guidelines on FLR are already in place; promoting inclusive and integrated methods that reverse land degradation, increase carbon storage, help conserve biodiversity, and create sustainable livelihoods for local communities. The International Tropical Timber Organisation's (ITTO) *Guidelines for FLR in the Tropics*[1] present the six basic principles and 32 guiding elements of FLR for the development of successful, long-lasting restoration interventions in the field. Another important work is the *Practitioner's Guide for Implementing FLR* prepared by the International Union of Forest Research Organizations (IUFRO) that provides comprehensive guidance on FLR as a social process, with seven modules covering the ecological, social and economic aspects of FLR project implementation in the tropics. In addition, IUFRO's *Occasional Paper No. 33* provides lessons learned from selected tropical landscapes and relevant sources on capacity development. FAO'S *Sustainable Financing for Forest and Landscape Restoration* discusses the opportunities, challenges and way forward for funding FLR interventions at the national, regional and global levels.

The ITTO-IUFRO FLR Learning Modules[2] have been developed using the above publications, as well as other secondary sources of information, in a comprehensive manner. Together, these four modules aim to foster the establishment of effective FLR interventions in the tropics, by carefully educating the next generation of policy-makers, decision-makers, implementers, and even users of ecosystem services in Africa, Asia-Pacific and Latin America.

Structure

The FLR Learning Modules comprise four PowerPoint presentations, together with handouts for teachers and students. Each presentation covers a number of topics, with case-study videos, small group questions and student assignments. Table below presents the overall structure for each learning module.

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[1] The International Tropical Timber Organisation's (ITTO) Guidelines for FLR in the Tropics were developed in collaboration with partners including the Asian Forest Cooperation Organization (AFoCO), Center for International Forestry Research (CIFOR), Food and Agriculture Organization (FAO), International Union for Conservation of Nature (IUCN) and International Union of Forest Research Organizations (IUFRO) under a joint FLR initiative of the Collaborative Partnership on Forests (CPF) supported by the GEF-approved project "Fostering Partnerships to Build Coherence and Support for FLR".

[2] The ITTO-IUFRO FLR Learning Modules were produced under the joint FLR initiative of the Collaborative Partnership on Forests (CPF).

Table 1: Overview of four FLR learning modules, learning topics, and contributors.

Learning Module	Learning Topic		Contributors
1. FLR Principles	1.1	Focus on landscapes	International Tropical Timber Organisation, Japan Pacific Island Projects, Papua New Guinea
	1.2	Engage stakeholders and support participatory governance	
	1.3	Restore multiple functions for multiple benefits	
	1.4	Maintain and enhance natural forest ecosystems within landscapes	
	1.5	Tailor to the local context using a variety of approaches	
	1.6	Manage adaptively for long-term resilience	
2. FLR Project Design and Implementation	2.1	Underlying causes of degradation.	International Union of Forest Research Organizations, Austria
	2.2	Enabling environment for restoration.	
	2.3	Designing an FLR project	
	2.4	Innovative technical restoration approaches.	
	2.5	Monitoring short- and long-term restoration progress and impact	
3. FLR Facilitation and Capacity Development	3.1	International FLR initiatives	International Union of Forest Research Organizations, Austria
	3.2	Capacities for FLR	
	3.3	Operating spaces in FLR	
	3.4	Governance	
	3.5	Field implementation	
	3.6	FLR facilitation	
4. Securing FLR Finances	4.1	FLR overview	International Tropical Timber Organisation, Japan Institute of Green Economy, India
	4.2	Cost of FLR	
	4.3	FLR investors	
	4.4	Types of financing sources	
	4.5	Climate finance for FLR	
	4.6	Case studies	

Target audience

The FLR Learning Modules target FLR educators at high schools, forestry and allied training centres, and universities in Africa, Asia-Pacific and Latin America. Their contents apply to the learning areas of science and social science, and relate to popular learning programs such as agriculture, climate change, environmental studies, forestry, geography, and planning & development studies.

Learning objectives

The FLR Learning Modules have been designed to foster the establishment of effective FLR interventions in the tropics, by carefully educating the next generation of policy-makers, decision-makers and implementers in Africa, Asia-Pacific and Latin America. Each module has a specific learning objective, and each topic a specific learning outcome.

By the end of:

- **Module 1**, students will be able to name the 6 globally recognized principles of FLR in the tropics, as well as describe the conceptual basis and guiding elements for each principle.

- **Module 2**, students will be able to present the FLR process as a long-term intervention into a socio-ecological system based on project cycle management as a tool to address complexity of land use, allow for adaptive management of natural resources and monitoring of progress/impact on the ground.

- **Module 3**, students will be able to present the capacities at all levels required for successful FLR, and share promising approaches to capacity building programmes targeting different audiences involved in restoration activities.

- **Module 4**, students will understand the type, nature, scale, and sources of domestic and international financing available for forest restoration and allied activities that mitigate climate change and enable adaptation to it.

Recommended use

FLR educators should integrate each FLR Learning Module into their specific learning programs. The modules are best delivered in numerical order starting with Module 1, but can also be delivered as stand-alone learning units. Table above shows how FLR principles (Module 1) provide the background for FLR project design and implementation (Module 2), while FLR facilitation and capacity development (Module 3) and securing FLR finances (Module 4) support FLR interventions in the tropics.

Some recommendations for using the FLR Learning Modules are given below:

- **Narrator notes** at the bottom of each slide provide additional information that will help educators to prepare for and deliver each presentation.

- **Educator hand-outs** can be printed out from each PowerPoint presentation by selecting File > Print > Settings > Print Layout (Notes Pages) and Printer (PDF or Printer)

- **Student hand-outs** can be printed out from each PowerPoint presentation by selecting File > Print > Settings > Handouts (3 Slides) and Printer (PDF or Printer)

- **Photos** can be replaced with locally relevant examples by right clicking the photo to be replaced > Change picture > Insert selected photo. Then change the text box caption to suit.