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FROM THE TREE OF PRACTICES TO THE FOREST OF KNOWLEDGE

A guide to identifying, capturing, sharing and communicating REDD+ Inspiring Practices

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FOREST AND CLIMATE INITIATIVE

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INTRODUCTION

Reducing Emissions from Deforestation and forest Degradation (REDD+) has emerged as one of the biggest global opportunities for the conservation of tropical forests. More than US\$7 billion has been committed for REDD+, the largest single commitment to forests in history. With 20% of global carbon emissions caused by deforestation and forest degradation, REDD+ has the capacity to fight climate change by producing real and verifiable emissions reductions, while benefiting biodiversity and people's well-being.



WWF supports the development of REDD+ by taking a two-pronged approach. WWF's global Forest and Climate Initiative (FCI) is working at the field level to build REDD+ at Scale, and at the global level to ensure the policies and financial support are in place for REDD+ to succeed. Our work is currently focused on the three most threatened and valuable forest landscapes of the world: The Amazon, the Congo Basin and Indonesia.

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 WWF'S FOREST AND CLIMATE INITIATIVE »](#)

The importance of collecting REDD+ practices and lessons learned

As REDD+ continues to develop, so does the capacity of REDD+ practitioners. Every day, these experts are exploring new ways to define REDD+ readiness and implementation through their project and program work. They are, in effect, "learning while doing."

For this reason, it is crucial that lessons learned about what works and what does not work are captured, shared and used to inform others' REDD+ efforts, whether at the local project level or global policy level. Learning also helps to minimize redundancies while maximizing the effectiveness of REDD+ practitioners.

WWF-FCI recognizes the importance of learning and knowledge sharing, and believes these are vital for global REDD+ success.

Collecting practices and lessons learned

It can be challenging to identify, collect and share information on REDD+ practices. These responsibilities often fall to project managers, who are overloaded and do not have the time to reflect on their work. The result is that this information is sometimes only shared briefly through written reporting and does not reach potential beneficiaries.

In order for these project managers and others to effectively reflect on their work, it is necessary for them to develop the skills to identify which lessons learned provide innovative and strategic REDD+ solutions, and to have the ability to share these with others.

INTRODUCTION

Guide purpose

This guide is designed to provide REDD+ practitioners with the understanding and skills to identify, capture and share lessons learned that promote successful REDD+ initiatives. This is done through the process of **collective knowledge building**—learning by identifying and sharing experiences together with others. This guide also helps REDD+ practitioners to recognize and reflect on lessons learned—an important step in the learning process. As part of these processes, this guide is designed to:

- **Provide a model to gather, share and communicate practices and to build lessons learned** from REDD+ initiatives
- **Offer a toolbox** to identify, collect, organize and share inspiring practices and lessons learned
- **Encourage a learning culture** based on the reflection of experiences
- **Contribute to the development of communities of practitioners** that share REDD+ experience and knowledge.

Guide users

This guide is designed as a capacity building learning tool for REDD+ practitioners around the globe. This includes professionals, technical teams, decision-makers and communicators who would like to:

- Improve REDD+ practices through reflection of their own and others' experiences
- Identify and share practices and lessons learned from REDD+ initiatives and programs
- Design, execute and assess successful REDD+ projects
- Increase their personal expertise in the area of REDD+
- Work more collaboratively with others to achieve REDD+ successes.

Guide components

Part 1 of this guide outlines the model and steps to identify, collect, organize and share REDD+ practices and lessons learned. It provides clear, short definitions of main concepts, guidance and tools. It is designed to help project managers and communicators answers these questions:

- What is a REDD+ best practice?
- What aspects of my project are important to share with others?
- How can I determine which aspects of my project are most relevant?
- How can I assist my team to reflect on its work?
- What are the most significant lessons that our team learned?
- What lessons can I share with others?
- Where and how can I share these lessons so that others can benefit from them?

Part 2 of this guide is a hands-on “toolbox” that provides detailed methods and activities for you and your team to use in reflecting on your REDD+ work and in identifying lessons learned. Each of the 15 “tools” include guidance on the goals, process and participant roles for each activity. These tools are also available as [downloadable PDF documents](#) that can be printed.



INTRODUCTION

Initial guide feedback

This guide and its tools were tested in July 2012 in Colombia at the workshop *Building the Treasure Map: REDD+ Experiences in Latin America*. This workshop was jointly organized by WWF’s Forest and Climate Initiative and Living Amazon Initiative. In the four-day workshop, participants reflected on their practices through a series of activities and exercises drawn from this guide.

Some of this guide’s tools and concepts were also introduced in April 2012 in the Democratic Republic of Congo at a REDD+ workshop jointly organized by WWF’s Forest and Climate Initiative and Green Heart of Africa Initiative.

Participants had this to say about their learning experience:

“It helped me to think about the REDD+ process in Mexico and to define why it is important that WWF continues in this process.”

“It helped me to reflect upon and to identify all the things I wouldn’t do again.”

“The methodology was dynamic, fun, efficient and it provided us with a lesson to repeat in our work.”

“I had many expectations about the planned methodology... All my expectations were met (applicability, effectiveness, enjoyment); and getting to know experiences in this way opened new perspectives.”

“It was such a nice opportunity to be introduced to all the experiences; I had no idea about the wide and rich universe of REDD+ practices in WWF.”

“I take with me new techniques to better communicate our achievements, a better relationship with our partner, new friends and potential partners for future projects.”

After using this guide and its tools, participants noted the following changes in their experiences with learning:

Before using guide and learning tools	After using guide and learning tools
I was very critical about the process in Mexico and I kept focusing on the obstacles and negative situations.	Now I can focus on achievements and positive aspects of efforts carried out in Mexico; besides, I can see that we all face similar problems.
I did not know about the real processes or actions I was or am doing; I didn’t understand or didn’t find a concrete direction for the project actions.	I have clearer ideas and my partner and I have aligned our practice. I have a real vision of my lessons learned.
I thought that collecting a lesson learned was a traumatic process.	It is easy, simple and fun.
I did not know another way of collecting lessons learned other than individually.	I have managed to estimate the importance of collective exercise and to have different views about one experience.

Learning markers

Throughout this guide, you will find helpful learning markers highlighting additional information on each key topic. The icons below mark each of these sections:



Glossary

Provides in-depth definitions of technical terms



Tools

Exercises and techniques



Inspiring Practices

Examples of REDD+ inspiring practices



Questions to Think About

Questions to help you relate personal experiences to topics covered in this guide

1. SHARING AND COMMUNICATING PRACTICES: A SIMPLE MODEL

SECTION OVERVIEW

1.1 // TURNING PRACTICES INTO SHARED KNOWLEDGE

1.2 // THE KNOWLEDGE SHARING CYCLE



Systematization of experiences

This methodology emerged in Latin America in the 1970s. It combines popular education learning concepts with participatory action-research social intervention tools to encourage critical and thoughtful interpretation in the process of identifying lessons learned.

1.1 TURNING PRACTICES INTO SHARED KNOWLEDGE

This guide uses the *systematization of experiences* method to gather and analyze experiences and identify lessons learned.

This approach helps to deeply and critically interpret experiences, and places equal importance on both the process and *result* of knowledge development, while also exploring how it was possible to achieve what was realized—*what worked and did not work? What were the key factors for success? What could have been different and why?* It also considers the difficulty teams may have to interpret experiences in a critical way.

This method can be broken down into **learning** and **knowledge sharing**:

Learning:

- Focuses on processes
- Comes from people's interests
- Encourages reflection on practices
- Drives the discovery of new knowledge

Knowledge Sharing:

- Encourages participatory process
- Promotes dialogue among stakeholders
- Considers diverse knowledge and ways of learning
- Facilitates the development of useful and clear messages for broad audiences

The tasks of gathering, analyzing and applying experiences and lessons learned should be a part of all REDD+ project plans, in addition to monitoring and evaluation. This differs from monitoring and evaluation in that it provides greater insight to qualitative aspects of the work carried out, which are difficult to measure and can often only be identified collectively—and it can be applied at any point in the project cycle.

This method of learning and knowledge sharing is particularly useful to:

- Refine frameworks and working hypotheses for scaling up a REDD+ pilot project or intervention
- Improve visibility of a successful REDD+ initiative or project
- Improve or adjust ongoing REDD+ projects or initiatives

- Refine and consolidate a standard based on evidence from multiple initiatives
- Facilitate transfer of REDD+ models, experiences, lessons learned to contexts different than those where the experience originated
- Contribute to REDD+ advocacy and policy debates

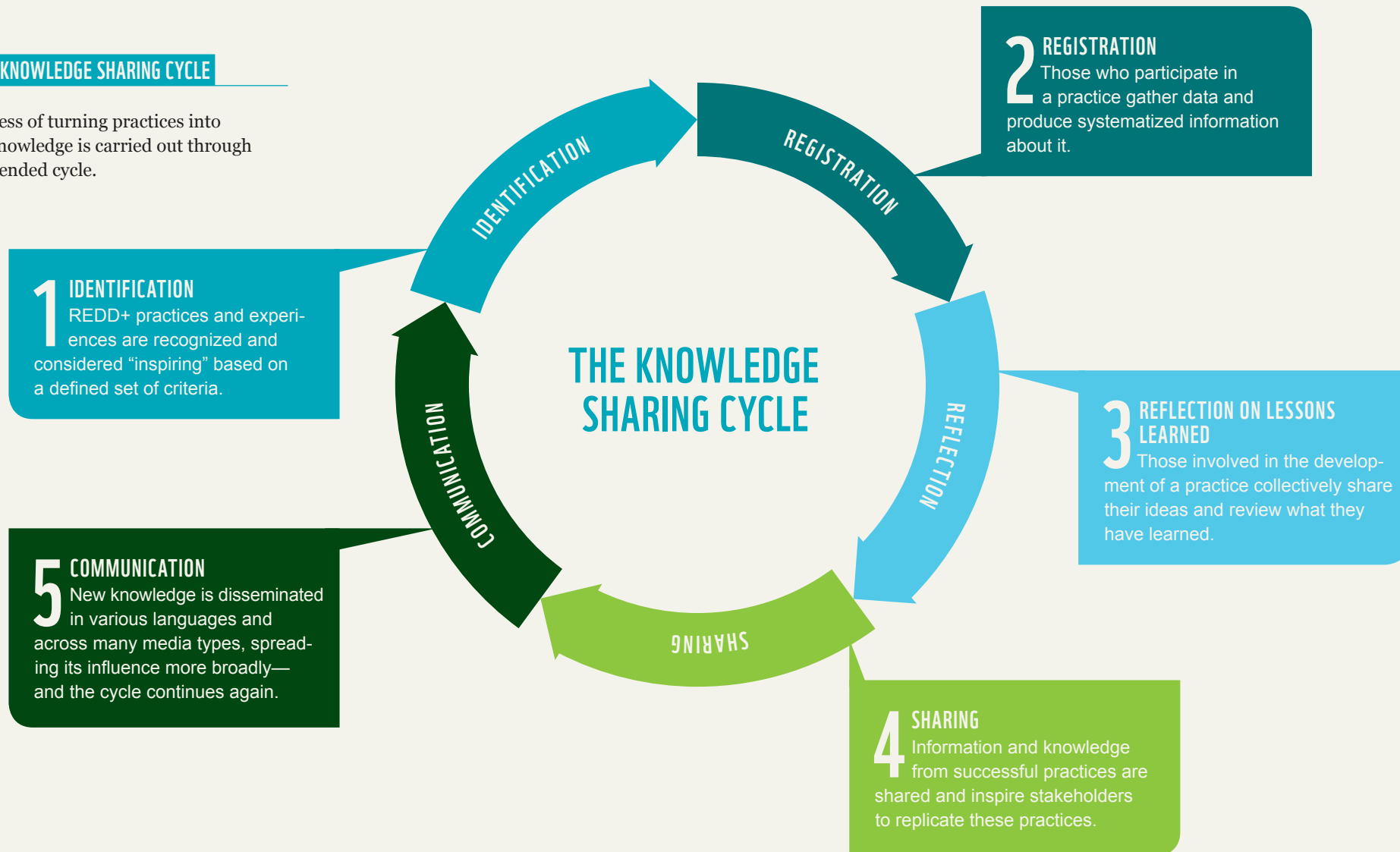
In this regard, it can be applied very effectively to REDD+ initiatives to create transformational impacts, by:

- Scaling up REDD+ models
- Promoting REDD+ successes
- Improving REDD+ initiatives
- Capacity building of REDD+ technical expertise
- Building REDD+ consensus
- Transferring successful models from one landscape to another
- Ensuring broad stakeholder engagement
- Linking local action with global policy decisions

1. SHARING AND COMMUNICATING PRACTICES: A SIMPLE MODEL

1.2 THE KNOWLEDGE SHARING CYCLE

The process of turning practices into shared knowledge is carried out through an open-ended cycle.



2. IDENTIFYING INSPIRING PRACTICES

SECTION OVERVIEW

- 2.1 // PROJECTS, EXPERIENCES AND PRACTICES
- 2.2 // WHAT IS A BEST PRACTICE?
- 2.3 // CRITERIA TO DEFINE A BEST PRACTICE
- 2.4 // REDD+ INSPIRING PRACTICES
- 2.5 // BEGINNING THE COLLECTION PROCESS



Projects

Organized tasks designed to achieve a particular aim, often carried out collaboratively.

Experiences

Knowledge and skills gained by doing something for a period of time. Events or knowledge shared by all members of a particular group in society that influence the way they think and behave.

Practices

Creative, experimental and flexible experiences resulting from direct contact with local context demands and necessities, and which are implemented by different stakeholders who combine knowledge, experiences and resources.

2.1 PROJECTS, EXPERIENCES AND PRACTICES

A *project* can be defined as an “action hypothesis”¹ that comes from previous knowledge, and which implies:

- A situational analysis (diagnosis)
- Expected changes (goals)
- Ways of achieving results (strategies and resources)
- A way of measuring results (evaluation criteria)

REDD+ projects share common components. Each is usually focused on a specific geographical area or issue, brings together individuals and groups, has a clear purpose, faces challenges and achieves results.

Project implementation does not generally happen linearly, with a succession of events occurring as planned—rather, new and unknown facts arise as a result of interaction among stakeholders.²

An individual can acquire *experience* in a particular area after working in a field over time. This type of experience is defined in a general way. For example, one can become experienced in topics related to REDD+

indigenous communities after spending time working with local groups.

A *practice* is limited to a particular event on a specific chronological and spatial scale (context, stakeholders, goals, challenges and achievements, among others). An example of a practice could be the development of a cross-sector dialogue REDD+ roundtable or the process behind the design, formulation and application of a forest law.

In summary, a practice is:

- A program or initiative set up by a group of individuals to solve a problem
- Carried out by an association of stakeholders (for example, NGOs, community associations, governments, companies, universities) that want to produce a change related to a problematic situation
- Has a starting date, a timeline and results that are measured according to certain criteria

2.2 WHAT IS A BEST PRACTICE?

In a general context, the idea of a **best practice** is something that goes beyond an experience that is just *good*. Many organizations have their own standards for a best practice.

Some examples:

1. The United Nations Human Settlements Programme, UN-HABITAT³ defines best practices as initiatives that make outstanding contributions to improving the quality of life in cities and communities around the world.
 - They have a **tangible impact** on the quality people’s lives
 - They are **sustainable** from the cultural, social, economic and environmental point of view
 - They are the result of an **effective association among stakeholders** from public and private sectors and civil society

2. IDENTIFYING INSPIRING PRACTICES

2. The Spanish Agency for International Cooperation defines best practices as “a way of doing something that has proved its effectiveness in a particular situation and that could be applied in another situation.”⁴ Circulation of best practices helps to reveal how and why different strategies may work in different situations.
3. The Food and Agricultural Organization of the United Nations (FAO) establishes that best practices are simply a process or a methodology that represents the most effective way of achieving a specific objective.⁵

2.3 CRITERIA TO DEFINE A BEST PRACTICE

Each organization must develop its own criteria for defining a best practice. UNESCO’s Management of Social Transformations (MOST) Programme, uses four criteria to characterize a best practice:

- **Innovative:** it develops new and creative solutions
 - **Effective:** it has tangible and positive impacts on the quality of people’s lives
 - **Sustainable:** due to its social, economic and environmental demands, it prevails over time and brings about long-lasting effects
 - **Reproducible:** It is useful as a model to develop policies, initiatives and performances in other places
- The Food and Agricultural Organization (FAO) outlines its own criteria for the selection of a best practice:⁶
- **Environmentally sound:** it should protect the environment and treat it carefully.
 - **Socially acceptable and culturally sensitive:** it should not offend anyone or disturb social attitudes, and should be consistent with relevant cultures, otherwise nobody will use it.
 - **Technically practicable:** people can actually use it and apply it in their everyday life without any problems.
 - **Economically efficient:** it should be both cost effective to implement and be an affordable alternative to past practices.
 - **Inherently participatory:** it should offer opportunities for communities, stakeholders and partners collaborate at all stages in the project.

2.4 REDD+ INSPIRING PRACTICES

The concept of a best practice, as we have seen before, refers to successful experiences that meet certain criteria and bring about lessons learned and recommendations that may be applied in other contexts. In the field of REDD+, where international mechanisms are not yet clearly defined, many REDD+ practitioners are learning by doing. Due to this, it is important to take all practices into account—because we learn from those that are successful as well as those that are not.

For this reason, in the REDD+ context, the concept of an *inspiring practice* is more appropriate than a best practice as it encourages us to learn from both what has worked and what has not as we explore new ways to reduce emissions from deforestation and forest degradation. Inspiring practices then become the mechanism through which we can share knowledge throughout the REDD+ community.



Inspire

To give someone the encouragement, desire, confidence or enthusiasm to do something, and also relates to the development of creative ideas.

Inspiration

To give encouragement to produce something new—linking it closely to creativity.

2. IDENTIFYING INSPIRING PRACTICES

What criteria should we use to identify REDD+ inspiring practices?

In order to select the most significant practices to share and gain knowledge from, it is important to set a baseline against which we can identify these.

The **REDD+ Five Guiding Principles** were elaborated by WWF, CARE International and Greenpeace as a global benchmark for success in tackling the problem of deforestation and forest degradation at the scale and pace needed to address catastrophic climate change, to avoid further decline in biodiversity, to promote human well-being and to support low carbon development. It is, therefore, useful to use the REDD+ Five Guiding Principles as criteria against which to select REDD+ inspiring practices.



Do you know or participate in any REDD+ experiences or initiatives that could be considered an “inspiring practice”?

To answer this question we suggest that you think of a REDD+ related experience and then consider how it relates to any of the five principles mentioned here.

Applying the REDD+ Five Guiding Principles, REDD+ inspiring practices can be defined as those initiatives, experiences, programs or projects that fulfil one or more of the following five criteria, by helping to achieve identified REDD+ outcomes:

Criteria based on REDD+ Principles	Examples of REDD+ outcomes (these will vary by project team and organization)
CLIMATE: demonstrably contributes to greenhouse gas emission reductions with national goals working toward a global objective	<ul style="list-style-type: none"> » 25% reduction in gross deforestation and forest degradation in 2015. » Zero net emissions resulting from deforestation and forest degradation in 2020.
BIODIVERSITY: maintains and/or enhances forest biodiversity and ecosystem services.	<ul style="list-style-type: none"> » Strong social, environmental, governance principles and safeguards are in place by the end of 2010. » Initial REDD+ efforts focus on priority forest areas (areas of high threat, carbon, biodiversity and social value) by 2011 » REDD+ programmes maintain and where possible enhance the role of forest ecosystems for climate resilience.
LIVELIHOOD: contributes to a sustainable and equitable development by addressing the causes of deforestation and forest degradation.	<ul style="list-style-type: none"> » REDD+ benefits are fairly shared, and they improve long-term livelihoods and wellbeing of indigenous peoples and local communities, with special attention to the most vulnerable groups.
RIGHTS: recognizes and respects the rights of indigenous peoples and local communities.	<ul style="list-style-type: none"> » REDD+ programs identify, recognize and respect statutory and customary rights to lands, territories and resources, and the role and contribution of traditional knowledge, innovations and practices » REDD+ programmes are based on full and effective participation of indigenous peoples and local communities, including free prior informed consent of actions that affect land, territories and resources rights.
FAIR AND EFFICIENT FINANCING: mobilizes immediate, adequate and predictable resources for action in priority forest areas in an equitable, transparent, participatory and coordinated manner	<ul style="list-style-type: none"> » New and additional funds for REDD+ are provided. » Funding is clear and is based on the conditions of Monitoring, Reporting and Verifying and the criteria established by the United Nations Framework Convention on Climate Change.

2. IDENTIFYING INSPIRING PRACTICES

2.5 BEGINNING THE COLLECTION PROCESS

The following questions should be asked when identifying inspiring practices:

Where can we find inspiring practices?

Who can give us information about them?

There are two main challenges related to finding inspiring practices.

- REDD+ practitioners, partners and communities have information and knowledge gathered through their own experience. However, this knowledge does not usually transcend local boundaries.
- Teams in charge of program and project implementation produce technical reports based on quantitative data; but often, they neither have the time nor an adequate methodology to record achievements and challenges in each experience. In many cases, they may not even realize that their experiences could offer value knowledge to others.

One way to more easily identify REDD+ inspiring practices is to invite different technical teams and groups to present a list of projects that are being carried out in their regions and to select those which match up with one or more REDD+ principles. This task of searching and selecting will enable the elaboration of a map to locate inspiring practices and to identify the people who are working on them in each region.



Workshop: Building The Treasure Map: REDD+ experiences in Latin America

The *Building the Treasure Map* workshop was co-hosted by WWF's Forest and Climate Initiative and Living Amazon Initiative in Colombia July 3–6, 2012. It offered a space to reflect on and share practices carried out in Mexico, Peru, Colombia, Brazil, Paraguay and Bolivia.

Before the workshop, those in charge of REDD+ projects in these regions were interviewed so we could gain greater insight about their work. This laid the foundation for the building of a map of REDD+ practices in the Latin American region and for a more thorough and effective analysis of these practices.

At the workshop, technicians, consultants and WWF professionals from Latin America and their partners (local government and other organization's representatives) shared achievements and challenges, and reflected upon lessons learned.

Through this process, attendees gained an understanding of the results from each experience, about the processes the different stakeholders used to reach their final results, and the how these practices influence REDD+.



Visualizing experiences and inspiring practices

» **TOOL 1** The story behind the picture.

This activity encourages REDD+ practitioners to take photographs and choose one that summarizes the general idea of the practice or its most significant achievement.

3. REGISTERING PRACTICES

SECTION OVERVIEW

- 3.1 // HOW DO INSPIRING PRACTICES HELP TO SUPPORT REDD+?
- 3.2 // WHERE IS THE INFORMATION?
- 3.3 // RETRACING THE PATH

3.1 HOW DO INSPIRING PRACTICES HELP TO SUPPORT REDD+?

Provide concrete REDD+ examples that influence debates at different scales.

In the ever-changing field of REDD+, WWF professionals and other organizations (public, private and civil society) are learning about REDD+ by implementing projects and programs so they are “learning by doing.” Because of this, it is crucial to have a system in place where practices and lessons learned from key countries and regions and diverse research disciplines (i.e. politics, MRV, governance, finance, etc.) are collected, analysed, tested and plugged into the various national and international debates. The effectiveness of REDD+ policies at the international level also needs to be tested in relevant REDD+ countries and landscapes. Only then, will REDD+ deliver on its potential.



Influence international frameworks and policies.

Collecting and disseminating inspiring practices, key lessons and REDD+ activities and models will influence the frameworks that define REDD+ and its implementation in key forest countries.

Support WWF's REDD+ strategy.

Collecting inspiring practices and lessons learned will provide innovative approaches and concrete experiences developed by international teams to support two fundamental themes on which the new WWF REDD+ Strategy is based: 1. To achieve a higher capacity to implement scaled-up REDD+; 2. to strengthen international advocacy efforts to promote appropriate financing and policies for REDD+. (Other organizations and groups can use inspiring practices to support their own REDD+ strategies as well).

Build learning networks among professionals.

Establishing networks where people can share what works and what does not work for REDD+ implementation will result in greater impact and success for REDD+ efforts.



How do you prioritize which inspiring practice to capture?

Be strategic—in order to collect and disseminate lessons learned from REDD+ practices, it is necessary to organize dispersed know-how, and to collect perceptions and memories of the practice. While there may be many lessons learned to consider, it is important to identify those that link to your strategic goals. For example, you may identify an inspiring practice that could have significant political impact at the annual meeting of Parties to the UNFCCC, or one that enables you to scale-up a local REDD+ project.

3. REGISTERING PRACTICES



Collecting a practice means taking time to reflect upon achievements and challenges that stakeholders went through to reach a certain result. The task of collecting practices is itself a learning experience as it turns experiences into an object of knowledge; and it enables the re-viewing of processes and results. With this in mind, collecting and reflecting on a practice has double value:

- It encourages reflection among teams involved in its execution.
- It allows sharing good decisions, challenges and achievements with other colleagues who may incorporate them to their work environments.

Through the process of collecting inspiring practices, individual memory can also be transformed into an organization's institutional knowledge.

Collecting inspiring practices is important because it enables us to:

- Review a practice
- Turn practices into objects of knowledge
- Reconstruct a practice's history
- Identify a practice's strengths and weaknesses, opportunities and challenges
- Reflect upon a practice's meanings and logic
- Critically reinterpret it
- Identify lessons from its execution
- Transfer knowledge to other projects
- Develop institutional memory and a catalogue of REDD+ practices.



Collecting a practice

To produce a narration that reconstructs experience, its path, purposes, stakeholders' opinions, activities and results as well as challenges or discoveries found along the way.



Practice Catalogue

Sharing practices in the workshop *Building the Treasure Map: REDD+ experiences in Latin America* (Colombia, 2012) led to the creation of a Catalogue of Inspiring Practices, which includes information on eight REDD+ projects carried out in Mexico, Colombia, Peru, Brazil and Bolivia.

3. REGISTERING PRACTICES

3.2 WHERE IS THE INFORMATION?

For a comprehensive and accurate reconstruction of an experience, **it is important to find and rank quantitative and qualitative information.**

Information about practices is almost always scattered, but we can collect it from two different sources:

- Individuals and groups who participate (or participated) in it
- Documentation (written, photographic, audiovisual) that catalogues different parts of its implementation

The following chart describes collection techniques for gathering this vital information.

Source of information	Overview	Collection techniques and methods
PARTICIPANTS	It is really important that individuals and groups who have participated in a practice have the opportunity to give their opinions on activities, aspects they considered relevant and issues they perceived as critical during the development of the experience.	<ul style="list-style-type: none"> » Stakeholders Map to obtain reliable and relevant information » Interviews » Focus groups
DOCUMENTS	All kinds of available project documents: technical reports, base lines, operational plans, field notebooks, workshop reports, evaluations, studies, surveys, photographs, videos, brochures and publications related to the practice.	<ul style="list-style-type: none"> » Documents: reading and analysis » Data: revision and interpretation



Many types of information can be useful for a detailed reconstruction of experiences. Generally, the official project documentation does not include information about the processes taking place during actual execution, particularly unexpected ones, which require more analysis and thorough comprehension.⁷ For this reason, it is important to supplement the collection of information by incorporating subjective aspects, such as emotions, impressions and interpretations of stakeholders as these

dimensions are not usually included in technical reports.

Individuals are the key

Gathering stakeholder opinions of practices is fundamental to building a complete account of events, especially in regards to achievements and challenges. Practices often have diverse groups of stakeholders, enabling a rich diversity of information and views about any one practice.

3. REGISTERING PRACTICES

In this guide, we use the term *stakeholders* to refer to all individuals and institutions involved in a practice, emphasizing the idea that participation of human groups is crucial to achieve behavioural changes.

Within this category we establish differences among **direct**, **indirect** and **strategic stakeholders**:

- **Direct Stakeholders:** are involved in project design and execution; they actively participate in activities and evaluation and may receive benefits or suffer consequences.
- **Indirect Stakeholders:** influence practices without being actively involved; they may receive benefits or suffer consequences without being conscious of it.
- **Strategic Stakeholders:** play an important role because of the level of personal engagement or for their recognized leadership in the community; they provide energy and resources (human, material, financial).



Holistic Management of Land and Full Life (Amazonian Indigenous REDD+)

An innovative REDD+ proposal written collectively with Amazon Basin indigenous peoples in coordination with relevant collaborators.

Stakeholders

- » Direct Stakeholders: Coordinator of Indigenous Organizations in the Amazon Basin (COICA)—an organization representing national indigenous organizations of the Amazon Basin.
- » Indirect Stakeholders: indigenous peoples from the nine countries of the Amazon Basin.
- » Strategic Stakeholders: WWF, Bank Information Centre (BIC), International German Agency for Technical Cooperation (GTZ), CARE; and the organization Law, Environment and Natural Resources (DAR)

These stakeholders came together to design a REDD+ proposal with an innovative vision for forest management that incorporated important rights issues, territories, previous consultation, consent and participation.



Learning to recognize stakeholders

- » Create a detailed list of all individuals, groups and organizations that have participated in a REDD+ practice and identify direct, indirect and strategic stakeholders.
- » Gather quantitative and qualitative information about your expectations, needs and proposals related to the practice.



Identifying stakeholders

- » **TOOL 2 Stakeholders Mapping.** This is a useful tool to quickly visualize the relationship among stakeholders and to give priority to those that are essential for the experience documentation.

Gathering information

Once the individual stakeholders are identified, the following techniques can be used to collect relevant information about the practice or experience:

- » **TOOL 3 In-depth Interview.** This technique starts with a list of relevant questions or topics related to a practice. The interviewee uses those as a way to discuss a practice or experience.
- » **TOOL 4 Focus Group.** This qualitative technique consists of a discussion among a limited group of people with common characteristics. A trained guide or moderator conducts the session.

3. REGISTERING PRACTICES

3.3 RETRACING THE PATH

In order to collect an experience, it is necessary to recover the execution processes putting emphasis on three specific points in time: initial situation, intervention process and current situation.

Stages	Description	Influencing context factors
INITIAL SITUATION	Go back to the starting point; review the problem that originated the intervention and proposals to reverse it.	Which factors led to the challenge in the first place? What factors limited and facilitated its resolution?
INTERVENTION PROCESS	Review all the experience components: who participated (stakeholders), when (history), where (scenarios), and how it was carried out (strategies and activities).	Which factors helped the process and which ones made it more challenging?
CURRENT SITUATION	Analyze the current situation by using it as a reference point and comparing it to the initial situation. Emphasize achievements, beneficiaries, tangible and intangible results as well as pending difficulties and challenges.	Which factors broaden the impact and which ones restrict it?

3.3.1 STAGE ONE: INITIAL SITUATION

To better understand what happened during the execution of a practice and reflect on results, it is important to gather information about the beginning stages of the practice keeping the two following components in mind:

1. The execution scenario (Context)

The broad description of context for a building REDD+ project should specify:

- What type of ecosystem you are working in?
- What are the key deforestation drivers?
- What is the historical and current situation of the ecosystem?
- Who are the affected populations and what are the local social conditions?
- What are the issues that need to be addressed (e.g. legal gaps, law enforcement, institutional empowerment, participation, etc.)?
- What is the national and institutional situation related to REDD+?

2. Purposes that encourage initiatives (Desired outcomes)

Initiatives carried out in the development of REDD+ projects are often oriented to **solving problems** (reducing forest degradation) and taking advantage of opportunities (mobilizing adequate resources to forest areas). When collecting practices, it is important to remember the desired outcomes that were identified at the start of the project. Clarifying the initial purpose of the work will help when comparing the results achieved.

Collection is not a matter of providing an exhaustive description of objectives and goals (which tends to abound in technical reports), but of summarizing the main expected transformation in the environment or tangible and intangible benefits pursued at the beginning of the experience.

3. REGISTERING PRACTICES



Paraguay: Making the Forest grow—from adaptation to environmental law

Context

In Paraguay's eastern region, high deforestation rates have left only 15% of forests remaining in the Atlantic forest of Upper Paraná. This was caused by livestock and agricultural expansion, and soybean cultivation. The situation was aggravated by unclear land tenure systems that resulted in property invasion, and ineffective incentives implemented by governments. The most affected of stakeholders were small-scale farmers without land, and small-scale landowners (from 10 to 20 hectares) who had to sell or rent their properties to big producers.

In response, in 2000, WWF-Paraguay promoted a Social Pact among forest stakeholders to address the issue of deforestation. This led, in 2004, to the establishment of the *Zero Deforestation Law* that put in place a five-year moratorium on the conversion of forests to agricultural or livestock related land use. The implementation of this law led to an 85% reduction in the deforestation rate. In 2006, the *Law on the Valuation and Retribution of Environmental Service* established that all landowners must preserve at least 25% of their property as a preservation area for native forests.

Expected outcomes:

- » Large-scale landowners change their attitude and voluntarily comply with environmental laws by keeping or repairing 25% of their forest reserves.
- » Small producers are self-sufficient and reach sustainable development in their communities.
- » Law enforcement authorities come to an agreement and have a direct communication line with producers.
- » More governance, a stronger institutional framework and new environmental management bodies with capacity and authority.



Organizing context-related information

- » **TOOL 5 Problem Tree.** This technique, also called a situational analysis, is used to identify and to prioritize challenges, by providing a quick overview of the interrelation among causes and effects.



Challenges, and ways to solve them

Think of a REDD+ practice and try to answer the following questions:

- » What is the main challenge that you intend to address? What are its causes? What are its effects?
- » Write a paragraph about the changes you expect to achieve through this practice (expected outcomes).



3. REGISTERING PRACTICES

3.3.2 STAGE TWO: INTERVENTION PROCESS

The next step is to recover the **intervention process**. This is the reconstruction of a practice's history by remembering or reviewing documentation to pinpoint the most relevant activities carried out. This can be organized in a timeline format.

One of the essential premises of registering and collecting inspiring practices is the ability to visualize them as a process or a path that extends from the initial idea to the project's end or present time if the practice is still ongoing. This historical perspective helps to identify and interpret the chain of activities and enables further reflection upon past events, which is a key for developing lessons learned.

When identifying activities or events to include from the practice, it is important to focus on the most significant—the project's *milestones*.



Milestones

Milestones are activities or events that serve as a practice's key reference points—those that have brought about changes throughout the process, emphasized achievements or enabled significant progress.



Jogging our memory

Write down three significant events in the history of an experience you were involved in (e.g. incorporation of new stakeholders, changes in timelines, conflicts, etc.). How did these events impact the outcome of the practice?



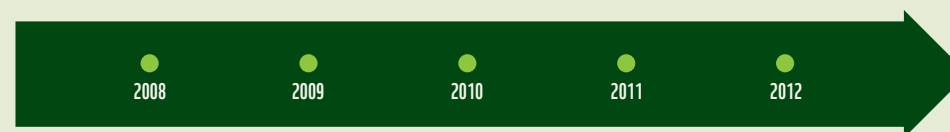
Create a Timeline

» **TOOL 6 The Timeline.** Create a timeline—a graphic representation of a sequence of events or milestones that are most significant to an experience—for your practice.



Timeline

Integrating Policies for the Forest: State System of Incentives for Environmental Services, SISA (Acre state, Brazil)



2008: Two background studies culminate (carbon and climate studies, with social participation in State Councils) and enable progress in designing a payment scheme for environmental services.

2009: A long, public consultation process is initiated, which involves all sectors of civil society, including indigenous peoples.

2010: State Councils validate findings from Public Consultation for the design of the proposal and publication of the State system of Incentives for Environmental Services Law (SISA).

2011: The Climate Change Institute is established to implement the SISA Law.

2012: The Business Agency for Environmental Services is established. One thousand sixty four families benefit. The State provides other means of support including seeds, improved roads, etc. A specific program is set up for distribution of benefits to indigenous peoples. A workshop helps to incorporate principles and criteria for gender safeguards, which are currently in process of approval.

3. REGISTERING PRACTICES

3.3.3 STAGE THREE: CURRENT SITUATION

Once a review has been done of the history of the practice, practice participants and stakeholders can begin to reflect on their own experiences. This is done through activities that help you to **analyze and interpret experiences**. These activities will encourage the process of reviewing events, analyzing effects, establishing connections among facts, components, strategies, resources and internal and external factors influencing the course of action.

The emphasis is not on assessment, but in retrieving experiences for critical analysis and interpretation in order to take lessons learned that will improve experience. The goal is to analyze a practice exactly in the way it took place and not in the way we expected it to happen.



A practice can represent a diverse array of activities, expectations and experiences that are different for each stakeholder. For this reason, it is important that multiple stakeholders are involved in the process of analyzing and interpreting experiences, so that the results may richly capture all perspectives. Also participants in this process must be open to these different perspectives and to the value of these in producing broader knowledge that may drive innovation.

The best way to analyze and interpret experience is through the formulation of questions and the collective building of answers aimed at **comparing the start of the practice with the current situation**. The questions and answers should help draw conclusions about:

- **Key achievements:** What progress has been made (tangible and intangible benefits), who has benefitted and how, why did we get those results?
- **Difficulties:** What were the difficulties encountered and what strategies were used to address them?
- **Challenges:** What are the pending challenges?



Two questions to reflect upon a practice:

If you could go back to the start of a practice:

- » What would you do in the same way?
- » What would you change?



» **TOOL 7 Six Thinking Hats.** This activity encourages critical thinking. The activity is based on the idea of six metaphorical hats that participants put on and take off to give an opinion on a particular issue.

» **TOOL 8 Form for Collecting Forest and Climate Practices.** This activity focuses on the collection of key elements to capture different dimensions of a REDD+ practice and follows the steps identified in this section.

4. REFLECTION ON LESSONS LEARNED

SECTION OVERVIEW

4.1 // THINKING ABOUT LESSONS LEARNED

4.2 // DEVELOPING LESSONS LEARNED



4.1 THINKING ABOUT LESSONS LEARNED

Once stakeholders have a better understanding of what worked and didn't work with their practice, they gain *lessons learned* that may be useful to others.

Lessons learned are essential to share our practices with others, but are often not developed as effectively as needed.

Some common mistakes made in developing lessons learned are:

- Statements are extremely brief and descriptive enough to be useful to others.
- 'Lessons learned' are actually basic assumptions that were included in the initial project design (for example, "Partnerships with other institutions is key for project success.")
- 'Lessons learned' are very obvious statements (e.g. design steps for the implementation of the project.)
- They are not related to any specific project or the context from which they arise is not clear.
- They are listed as activities rather than as lessons learned.

Important concepts to keep in mind when identifying lessons learned:

- Lessons learned **reflect the learning that comes from experience**. Therefore, they suggest how and why different strategies work in diverse situations. Findings that arise during the project become new knowledge about the context, the method, problems or people involved. When we express these changes in a clear and accurate way, we build lessons learned as a **generalization** that can serve others if they are in similar situations.
- **Lessons are not only from best practices or successful experiences.** Reflection upon failures is also important as it allows us to change our course of action.
- A lesson learned is the result of a process that involves **group reflection** through a qualitative review of experiences. Some organizations, pressed for time, hire a consultant to interview practitioners and develop lessons learned. While an external view is important when interpreting experience, it should not replace lessons learned through a participatory group process with stakeholders.



Lesson learned

Conclusions drawn from the assessment of work during the comparison of results against pursued aims and bearing in mind the invested time and effort. Lessons learned can be recommendations that serve those who want to develop a similar project.

4. REFLECTIONS ON LESSONS LEARNED

Lessons Learned: Who benefits? How do they benefit?

Identifying REDD+ lessons learned is key to supporting REDD+ at scale, mobilizing funding for REDD+, and influencing international policies.

Beneficiaries	How they Benefit (Impacts)
Members, teams and communities engaged in a REDD+ practice	<ul style="list-style-type: none"> » Better understanding of the scope of the practice » Enhance their own practice by making adjustments
REDD+ technical teams	<ul style="list-style-type: none"> » Increased knowledge and capacity on technical issues » Ability to reproduce practices in other projects
Local and national government officials	<ul style="list-style-type: none"> » Formulate public policies and laws based on input from stakeholders
Agencies for international cooperation	<ul style="list-style-type: none"> » Knowledge of achievements and potential challenges » Better ability to measure REDD+ project impact » Provides opportunities to strengthen support for REDD+ and address potential challenges
Local communities, indigenous peoples	<ul style="list-style-type: none"> » Encourages participation » Knowledge gained to strengthen or modify behaviour
Mass media	<ul style="list-style-type: none"> » Knowledge needed to report responsibly on REDD+



4. REFLECTIONS ON LESSONS LEARNED

4.2 DEVELOPING LESSONS LEARNED

The following steps can help you produce effective lessons learned:

- **Write a general statement about the project** that can be applied in other situations—do not limit the lesson to a comment, description or recommendation that has no explanation.
- Ensure your lessons learned is **applicable to several experiences** that share common characteristics.
- **Explain the lesson in the context of the project.** For others to assess whether the lesson is can be applied in the context of their project, they must be able to understand the context of your project.
- **Verify** that the lesson isn't too general or specific.



- » **TOOL 9 Talk Show.** The “talk show” exercise allows participants to share ideas in a debate or interview format, and fosters reflection on problem-solving and decision-making.



Brazil: Integrating policies for the forest—state system of incentives for environmental services, SISA

Lessons learned

- » *Inviting is not enough. It is necessary to prepare for participation.* Public consultation must not be conducted as a mere formality. To conduct a participatory and high quality consultation process, it is crucial to organize preliminary meetings to share information and create room for reflection. In this case, the development of an indigenous working group and a women's working group was possible thanks to preliminary workshops about carbon, climate change and environmental services.
- » *Collective drafting of public policy leads to collective responsibility during its implementation.* When there is a high level of engagement, there is more commitment to seeing a project through to completion. In the drafting of the SISA law, this factor helped spread implementation responsibilities between the government and civil society (indigenous groups, communities, farmers, etc.). As an added benefit, with more invested stakeholders, there is a better chance for policy continuation during times of political or administrative changes.
- » *Balancing expectations and objectives among partners helps keep everybody on the same page.* The fact that a project has many partners does not mean that they all have the same expectations. In some cases, one partner may be satisfied with a single community fishery agreement, while another may want to have several community agreements. Discussing expectations before taking action is a critical part of the project plan.
- » *The importance of incorporating women from the beginning of the process.* The isolated participation of a few women is not the same as including women from the beginning of the consultation process and incorporating their specific interests and approaches as appropriate.

5. SHARING KNOWLEDGE AND PRACTICES

SECTION OVERVIEW

5.1 // SHARING INSPIRING PRACTICES,
GAINING KNOWLEDGE

5.2 // LEARNING THROUGH INTERACTING



Transfer of practices

A structured and systematized process of sharing knowledge, know-how, experiences and abilities among institutions, communities and people facing similar challenges.

Data

A fact presented without context

Information

A dataset with context. It can be organized, stored and disseminated in different digital or traditional formats. It is the building block of communication and knowledge transfer.

Knowledge

It is a building process that depends on people and groups' capacity to coherently and critically manage and articulate data and pieces of information.

5.1 SHARING INSPIRING PRACTICES, GAINING KNOWLEDGE

REDD+ projects around the world are generating many new lessons learned. But, many of these lessons are not being collected or disseminated in ways that enables others to benefit from this knowledge. An effective knowledge management system can help to make information easily available to those who can use it to better their work—to *transfer the practice*.

From information to knowledge

Today's information society offers countless new ways of sharing experiences and ideas, accessing knowledge, learning and participating in collective learning processes. Whatever platforms or terminologies we use, our current technology facilitates access more information than ever before.

Yet, *information* is not the same as *knowledge*⁸ and learning is not simply the receipt of information.⁹

To transform information into knowledge, we need to have it at our disposal in a timely manner and in a useful format.



5.2 LEARNING THROUGH INTERACTING

Knowledge that grows from people and social groups' experiences, tacit knowledge, can only be shared and exchanged through interactions. The more this knowledge is shared, the more it grows.

Facilitating an exchange process based on interaction requires good leadership and platforms that let participants share experiences and opinions, and reflect collectively.



Storing and distributing information about REDD+ practices

» **TOOL 10** Analysis of Social Networks. This tool helps participants visualize people and groups and detect the strength of specific connections.



www.REDDcommunity.org

REDDcommunity.org is an online platform that addresses the global need to exchange information on REDD+ implementation worldwide and capture the lessons learned from those experiences. It is designed as a collective learning tool for REDD+ practitioners around the world—from all organizations, government agencies, international bodies, etc.—who want to establish partnerships and contribute their expertise in an online information sharing environment.

5. SHARING KNOWLEDGE AND PRACTICES



Can you think of a situation when you used collective thinking to solve a problem? What was the context? What was the result?



Storing and distributing information about REDD+ practices

» **TOOL 11** Face-to-Face Exchanges—

The Fish Tank. This exercise helps polish communications skills. A few people converse in the centre of a hall, while the groups they represent are gathered around them.

» **TOOL 12** Online Exchanges—Communities

of Practice. Participating in a community of practice is a way for groups of people gathered online to share experiences and learn collectively in an informal and voluntary way.

Participants should also feel collectively valued and have a shared understanding of the process, so that they feel comfortable sharing information and experiences.¹⁰

It is important that:

- Everybody has something to contribute to the subject matter
- All participants have some kind of passion for the topic
- Everybody knows and approves of the sharing conditions

Sharing knowledge through interactions can take place in many different ways from face-to-face meetings among stakeholders of a practice to virtual communications, such as online forums and groups.

To keep knowledge exchanges productive, it is important to:

- Plan exchanges ahead of time
- Manage them efficiently
- Systematize them with clarity
- Disseminate results broadly

It is important to capture and organize, or **systematize**, knowledge gathered from these exchanges so that it can be shared with others.

6. COMMUNICATING

SECTION OVERVIEW

6.1 // COMMUNICATING WHAT WE HAVE LEARNED

6.1 COMMUNICATING WHAT WE HAVE LEARNED

The process of developing REDD+ lessons learned is not complete until these lessons are disseminated, to enable the sharing of the knowledge they contain with others.

The dissemination of lessons learned includes the need to make this knowledge available to different **audiences**, in different **languages**, and across different **communications channels**—*in ways that inspire and engage*. This maximises the potential for this valuable REDD+ knowledge to be received and used to create impact.

It is useful to begin by identifying your target audience—who would benefit most from this knowledge, or be influenced positively by it. REDD+ audiences can include: government officials, global policy makers, community leaders, partners, indigenous peoples, academia, news media, donors, etc.

Then identify what languages you may need to translate your lessons learned into, so that they can be received by your target audience (French for Congo Basin audiences, Spanish for Latin American audiences, etc.).

You should then identify what communications channel would be the most effective to reach your target audience, for example:

- Report for submission to global forum
- Fact sheet for printing and handing out to a government official
- News release for media
- Interactive webinar that allows audience to ask questions and engage
- Online forum where participants can chat with each other and share lessons learned directly
- Video that uses images practice and voices of stakeholders to communicate lessons learned

There are many options available; the important thing is to think strategically about the most effective way to make your lessons learned available to audiences in ways that have an impact. Your Communications team can work with you to disseminate your lessons learned.



» **TOOL 13 Audience Map.** An audience map helps define messaging, and a list of the people and groups you want to target along with their specific interests.

» **TOOL 14 Participative Social Documentaries.** This activity involves producing a video in collaboration with stakeholders and/or social organizations, in which experiences are shared.



7. TOOLBOX

SECTION OVERVIEW

- TOOL 1 // THE STORY BEHIND THE PICTURE
- TOOL 2 // STAKEHOLDERS MAPPING
- TOOL 3 // IN-DEPTH INTERVIEW
- TOOL 4 // FOCUS GROUP
- TOOL 5 // PROBLEM TREE
- TOOL 6 // THE TIMELINE
- TOOL 7 // SIX THINKING HATS
- TOOL 8 // FORM FOR COLLECTING PRACTICES
- TOOL 9 // TALK SHOW
- TOOL 10 // SOCIAL NETWORK ANALYSIS
- TOOL 11 // THE FISH TANK
- TOOL 12 // COMMUNITIES OF PRACTICE
- TOOL 13 // AUDIENCE MAP
- TOOL 14 // PARTICIPATIVE SOCIAL DOCUMENTARIES

This learning toolbox includes 14 activities that can help you to identify, capture, share and communicate inspiring practices.

These activities were specifically chosen to drive and strengthen the reflection processes presented in this guide. The exercises can be used in diverse settings, such as meetings with colleagues, workshops with partners or internal planning sessions. They can help lead the way to a better understanding of projects and experiences so as to collectively develop lessons learned

and new knowledge that can be effectively shared to create transformational outcomes.

Each tool includes information on facilitating each activity, as well as a list of any materials or other items that may be needed. These tools are also available as individual PDFs, which can be downloaded and printed for easy use.

7. TOOLBOX



TOOL 1 // THE STORY BEHIND THE PICTURE

[DOWNLOAD A PRINTABLE PDF](#)

PURPOSE

To take advantage of the power of images to communicate ideas and feelings, and to summarize the fundamental aspects of a REDD+ experience or activity.

DESCRIPTION

- Take pictures and choose one that summarizes the general idea of the practice or its most important achievement.
- Put a title and write a brief text telling the story of the practice.
- Organize an exhibition of pictures in a public space, send pictures to the media, or post online.

PARTICIPANTS

- An organization or group of people involved in an experience
- A team in charge of designing and executing the strategy

WHEN TO USE IT

- At the end of a practice for evaluation purposes
- To visualize the changes achieved
- To circulate lessons learned with new audiences
- To give feedback about results to donors and other organizations involved

REQUIRED MATERIALS

- Camera
- Poster paper
- Markers
- Hall or room in a public area to exhibit pictures



7. TOOLBOX

TOOL 2 // STAKEHOLDER MAPPING

[DOWNLOAD A PRINTABLE PDF](#)

PURPOSE

To identify key stakeholders involved in a REDD+ project and to analyse their interests, alliances, conflicts and influence in a specific environment.

DESCRIPTION

- A chart¹¹ is created with the people, groups and institutions that are or were involved in the practice, how they were involved, what they did and their level of participation. (see example)
- Participants should then consider the relationships stakeholders have among and between themselves and think about how that impacted the project.
- On a whiteboard, create a diagram that outlines the location of each stakeholder in the project and how it is connected to other stakeholders.



PARTICIPANTS

A team that has been involved in the project

WHEN TO USE IT

- At the beginning of a project to establish an overview of its potential impact
- To monitor progress and make necessary adjustments
- To design strategies for collecting information about practices

REQUIRED MATERIALS

- Minutes and records of activities
- Cards
- Board/whiteboard
- Markers

Sample Chart:

Social stakeholder	Position	Type of participation	Level of participation
People, groups and institutions participating in the practice	Role played and goals	Economic	High
		Social	Medium
		Political	Low
		Legal	
		Technical	

7. TOOLBOX

TOOL 3 // IN-DEPTH INTERVIEW

PURPOSE

The aim of this exercise is to collect detailed information about opinions, experiences and attitudes of individuals and groups that are or were engaged in a REDD+ experience.

DESCRIPTION

Two or more people participate by playing the role of interviewer and interviewee. The interviewer uses a list of questions to help guide the conversation. These questions should be open-ended and flexible aimed at understanding the interviewee's opinions of the REDD+ practice, achievements, challenges and lessons learned.

PARTICIPANTS

- Two or more people participate by playing the role of interviewer and interviewee
- The interviewer uses a list of questions to help guide the conversation
- Questions should be open-ended and flexible aimed at understanding the interviewee's opinions of the REDD+ practice, achievements, challenges and lessons learned

WHEN TO USE IT

- To develop monitoring and assessment activities of an experience
- To better understand and solve a conflict
- To create a record of an experience

REQUIRED MATERIALS

- Voice recorder
- Question guide
- Comfortable atmosphere where candid ideas and opinions can be shared

KEY QUESTIONS TO CONSIDER FOR THE INTERVIEW:**What and why**

- What was the initial situation before starting this project?
- What were the main objectives of this work?

Who

- Who were the main stakeholders?
- Were they direct, strategic or indirect stakeholders?
- Where others involved in the process?

What has changed

- What were the most significant changes or achievements?
- Did these changes happen on a social or institutional level?

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**Findings**

- What results occurred? Were any of these results unexpected? Why do you think this happened?
- What were the primary challenges and how did you overcome them?

Lessons learned

- What would you do the same way if you had to start again? What would you change? Why?
- If another group wants to replicate this in your county, what would you recommend?
- Thinking about the implementing team, did you observe any personal transformations while implementing the practice?

7. TOOLBOX

 **TOOL 4 // FOCUS GROUP**[DOWNLOAD A PRINTABLE PDF](#)**PURPOSE**

Through this exercise, a group can talk in a friendly, spontaneous atmosphere and can share detailed information about a REDD+ project in a relatively short amount of time.

DESCRIPTION

People who share certain common characteristics (for example, women or young people from a community) come together to converse about a defined REDD+ project or practice. A moderator is responsible for guiding the conversation through questions.

Sample questions may include:

- How and why are/were you participating in this project?
- What are the resulting changes? (in the environment, in everyday life)
- What aspects of the project do you like the most? What aspects do you dislike?
- What challenges did you face during your participation?
- Would you recommend this practice to other groups? What changes would you introduce to improve the practice?

PARTICIPANTS

- Group of people with common characteristics (women, youth, etc.)
- Moderator

WHEN TO USE IT

When there is a need to gather opinions from specific groups of stakeholders

REQUIRED MATERIALS

- Adequate space for a group conversation
- Voice recorder



7. TOOLBOX



TOOL 5 // PROBLEM TREE

PURPOSE

The problem tree is a graphical tool that is used to identify and prioritize problems, quickly displaying the relationship between the causes and the effects of a REDD+ practice—a type of situational analysis. Breaking down a problem into more manageable and definable proportions allows us to clearly prioritize what is important, to better focus objectives and to define actions to be taken to reverse the problem.

DESCRIPTION

A diagram in the form of a tree, in which the main problem is represented as the trunk, the causes as roots and the effects as branches.

- Invite people and groups involved in diverse aspects of the project. The contributions of various stakeholders are important for a clear view of the causes, consequences and possible solutions.
- Ask the group to think about the biggest problems or challenges related to the project.
- Make a list of all the problems as they are mentioned, and define, as a group, one central problem on which to focus. Some questions that can help define the central problem include: *What visible and quantifiable facts prove that this is a problem? What are the consequences of not solving the problem?*

- Once the central problem is defined, draw a picture of a tree, with the problem written in the trunk.
- In the roots, include the factors that may be causing the problem. Some questions that can help define the causes include: *Why has this problem arisen? What are the facts, situations or factors that cause this problem?*
- Identify the consequences of this problem, and draw them into the branches of the tree. Consider *what events or situations are brought about by the problem?*
- The validity and integrity of the drawn tree can be reviewed as many times as necessary, as some situations that appeared as causes at first, become consequences as debates develop.
- Once an overview of the tree of challenges is finalized and agreed upon by the group, discuss the possible solutions. One approach to this is through analyzing each of the causes and imagining how they could have been (or can be) reversed.

PARTICIPANTS

- Group of people who share the same problem or challenge
- Coordinator

WHEN TO USE IT

- In the first phase of a planning process
- As an assessment to check whether project activities were effective

REQUIRED MATERIALS

- Comfortable space for group work
- Panel and posters
- Cards
- Markers

[DOWNLOAD A PRINTABLE PDF](#)


7. TOOLBOX

TOOL 6 // THE TIMELINE

PURPOSE

This exercise gives stakeholders a chance to consider REDD+ project's history, progress and expectations for the future.

DESCRIPTION

A graphic representation of the sequence of events or milestones that are most significant in a project or practice.¹²

- The activity coordinator asks participants to write the facts that, from their point of view, have been significant in the history of the experience or program (reference points, turning points, incorporation of new stakeholders, conflicting events, events that showed progress, etc.) on cards.
- On one or more sheets of paper placed on the wall a horizontal line representing the timeline is drawn; the starting date at one end and the closing date at the other. Depending on the number of participants, participants can work all together or in groups to make multiple timelines that are later incorporated into a general one.
- Taking turns, participants discuss the activities that they identified as important milestones. (e.g. a change in political contacts, a conflict that brought interesting consequences, the entry of a new stakeholder that produced changes, the discovery of a new methodology that solved difficulties, etc.). They then mark these milestones on the timeline.
- The coordinator records what each participant says and streamlines their reflections. It is possible that many participants agree on the location of those moments or that discussions arise regarding the importance of the selected activities. The important thing is to agree to collectively develop a timeline representing the perspectives of all stakeholders.
- The timeline, which is the final product of the activity, is a very important document for the recording of the practice or program. It can be reproduced to make it available to other stakeholders.



Variants of this technique:

The following activities are variants on the timeline activity, and can be ideal for visual learners or in settings where stakeholders do not share the same language.

The River of Life

- Ask a volunteer to draw a river flow on a large piece of paper
- Invite participants draw images representing milestones on the project on and within the picture of the river.
- When the group finishes drawing, start a conversation about what each participant sees in the river and how the milestones relate to each other and to the final outcome of the project.

The Patchwork Quilt

The name of this activity refers to quilts that are made by joining together different fabrics, cuts and dissimilar patterns to form a unified product.

- Ask participants to draw or cut out pictures from magazines to represent three stages of the practice: the past, the present and the future they imagine.
- Record or film the discussions about the different stages, and take photograph of the final product.

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PARTICIPANTS

- People who took part in the same experience or a project
- Coordinator

WHEN TO USE IT

If the practice is in progress or initiating a new phase

REQUIRED MATERIALS

- Adequate space for group work
- Paper and cards
- Markers
- Magazines with pictures (for the Patchwork Quilt activity)

7. TOOLBOX

TOOL 7 // SIX THINKING HATS

[DOWNLOAD A PRINTABLE PDF](#)

PURPOSE

This activity encourages participants to reflect on a REDD+ experience from a variety of perspectives.

DESCRIPTION

For this activity, participants put on and take off six metaphorical hats to represent their opinion on a particular issue following a mode of thinking. The color of each hat represents a different approach to problem-solving.

Six hats are distributed among participants who then are asked to discuss their views on the practice according to the hat they have.

- White is neutral, objective, and focuses on facts and figures. The person wearing this hat should give specific information on the practice and the results.
- Red suggests emotions. The person wearing this hat should discuss feelings generated from their participation the practice.
- Black is sad and negative; it includes goals that were not met. The person who wears this hat should discuss the difficulties, problems and fears generated from the practice.
- Yellow is positive and optimistic; it is related to hope and positive thought. The person who wears this hat should refer to the values, benefits, achievements and positive impacts brought about by the execution of the practice.

- Green is connected to growth. The person wearing this hat should recall situations and aspects that provided creative solutions that were considered innovations in the scientific, technological, political and social field.
- Blue is like the sky and above all. It deals with the control and organization of the thinking process. The person who wears it should share a big-picture lesson learned or to draw general conclusions about the experience.

While the activity is in progress, the moderator takes notes of the comments on corresponding colour cards.

At the end of the activity, the cards are organized in a diagram that shows the group an overview of their views.

PARTICIPANTS

- Group of people who took part in an experience
- Coordinator

WHEN TO USE IT

- To collect information from different stakeholders
- As a preliminary activity to begin collecting lessons learned and in evaluation sessions



REQUIRED MATERIALS

- Six hats (white, black, yellow, red, green and blue)
- Cards (white, black, yellow, red, green and blue)
- Pencils
- Markers

7. TOOLBOX



TOOL 8 // FORM FOR COLLECTING REDD+ PRACTICES

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PURPOSE

Provide a guide for recording key REDD+ project elements (initial situation, course of progress, and current situation) that are necessary to generate lessons learned and recommendations.

PARTICIPANTS

This form should be completed in a participative manner by project teams and key partners working on REDD+ that need to generate best practices and lessons learned.

WHEN TO USE IT

When teams want to capture key aspects their work and as a way to focus on over-arching achievements, challenges and the generation of lessons learned.

1. Name of the practice

The name needs to reflect the basic concept of the practice, what you wanted to achieve, and the region and country where the practice is carried out. (e.g. Developing Reference Levels for the Amazon Rainforest in Peru)

2. People Involved in the practice

- Primary partners and stakeholders:

- » *Direct Stakeholders*: People involved in the project's design, decision making and those who receive the benefits

- » *Strategic Stakeholders*: People that provide the human and financial resources

- » *Indirect Stakeholders*: People that influence the practice without being actively involved

- Design and implementing team (differentiate functions)

- Project team or contact person

3. Geographical Impact of your practice

Mark with an X. You can choose several options:

- Global Regional
- National Subnational
- Local

4. Location

- Ecosystem (e.g. Amazon, Heart of Africa, Heart of Borneo, etc.)
- Country
- If you are working at the subnational level please give the exact name of the place.

5. REDD+ principles the practice reflects

Please review the five REDD+ principles at www.panda.org/forestclimate

Please mark with an X. Select all that apply.

- Climate Biodiversity
- Livelihood Rights
- Fair and Effective Funding

6. Summary of the practice

Summarize the goals and achievements of the initiative in 300 words.

Initial Situation**7. Context of the Experience**

Briefly describe the situation before the start of the practice, including the issues, trends and conditions in the area, major events and causes of the problems, and population affected.

- What type of ecosystem you are working in?
- What are the key deforestation drivers (mining, commodities plantations, etc.)?
- What is the historical and current state of the ecosystem involved (deforestation rate, degradation status, etc.)
- Who is the affected population and what are their social conditions?
- What are the issues that need to be addressed? (e.g. legal gaps, lack of law enforcement, institutional empowerment, participation, etc).
- What is the institutional situation related to REDD+?

8. Problem to be addressed

Briefly outline the demands, problems and challenges that need to be met. Why did you carry out this initiative?

[CONTINUED »](#)

TOOL 8 // CONTINUED

9. Goals and desired changes

In a few sentences, describe the purpose of your work, your objectives and the changes you want to see at the end of your work.

10. Starting date of the practice

Is the practice still being implemented? (YES /NO). If not, indicate the date it was completed.

11. Population and communities involved

Describe the groups that participate by implementing or benefiting from the practice.

The Process

Who? When? What was done?

12. Timeline

Using the image of an arrow to indicate progress, select at least four key moments that reflect the most significant activities, challenges, or achievements during the project work and plot them on a timeline.

13. Mobilization of resources

Explain how the financial, technical and human resources were mobilized and where they came from, including any bilateral and/or multilateral assistance. Specify key stakeholders, organizations or institutions that were/are in charge and were/are responsible for managing the resources.

Current Situation

Comparing the initial situation with achievements and beneficiaries

14. Achieved results

Briefly explain how the defined purposes and goals were achieved. What were the tangible and intangible benefits? How were they measured quantitatively and qualitatively? Who benefited from the practice?

15. Difficulties/challenges

Briefly explain any obstacles or unexpected situations that occurred during the course of the project.

16. Policies or related legislation

This section is relevant if the practice involved developing, changing or re-enforcing local, regional or national legislation or addressing legal gaps. If this is the case, please describe the policies and changes briefly.

17. Lessons learned

In this section, please briefly describe the most important conclusions to come out of this project that can be shared as a recommendation for others doing similar work. Lessons learned are statements that reflect the learning that comes from experience. They can therefore reveal and suggest how and why different strategies work or do not work in different situations. Lessons should be written with a general statement, not more than one sentence, followed by a paragraph that gives more details.

[SEE HOW TO DEVELOP A LESSONS LEARNED](#)

18. Additional comments

If there are other comments that you want to share about the practice that did not fit in elsewhere, please briefly note them here.

19. Links to relevant websites and other materials that were produced as part of the project work or outcomes

These products may include brochures, scientific articles, reports, or websites related to the practice.

20. Pictures and videos

Please include any relevant pictures, videos or printed materials that help illustrate the situation before, during and after the project work was completed.



[READ OTHERS' INSPIRING PRACTICES AND SHARE YOUR OWN.](#)

7. TOOLBOX

TOOL 9 // TALK SHOW

[DOWNLOAD A PRINTABLE PDF](#)

PURPOSE

The presentation of ideas through an organized debate format helps participants reflect on a REDD+ issue in-depth.

DESCRIPTION

This activity promotes dialogue among several “talk show guests” who present their ideas to an audience based on questions asked by “interviewers.”

- The moderator welcomes attendees, explains the purpose of the meeting and its dynamics and presents the “interviewers” of the talk show, the “talk show guests” and the reporter who will take notes.
- The interviewers drive the exchange of ideas through leading questions that aim to draw out personal opinions and opposing viewpoints on the subject. The questions should relate to project participation, participant feelings and experiences, the effects it has had on their lives, in their family and social environment, in their community. The interviewers should not be content with the first responses and should inquire with critical attitude to deepen the opinions and bring out thoughts and opinions that are usually not expressed.

- Once all the discussions are finished, the moderator invites the audience to talk about what they heard.
- Throughout the activity, the reporter has been taking notes on the discussions. The activity concludes with a reading of these notes for the whole group to hear and reflect upon. This document is a very important record of the activity.

PARTICIPANTS

- Group of people involved in a project
- Moderator
- “Interviewer”
- Reporter
- Audience

WHEN TO USE IT

To reflect upon and draw conclusions about a problem or an experience

REQUIRED MATERIALS

- Space for participants to sit in a semicircle
- Whiteboard or paper for note-taking
- Markers



7. TOOLBOX

 **TOOL 10 // SOCIAL NETWORK ANALYSIS****PURPOSE**

This activity aims to help participants better understand the power of personal connections and to see the many relationships that can facilitate or hinder REDD+ knowledge sharing.

DESCRIPTION

- A map with information flow is created in order to recognize the relationships between people: sources where people take information and knowledge from; with which it is shared; who knows who, etc.
- This activity includes the use of a questionnaire and/or interviews to obtain information about the relationships among people and groups. Survey responses are reflected in a map using a software tool designed specifically for this purpose.
- The process of data collection and subsequent analysis provide a foundation on which can help improve social connections and knowledge flows within a network.

PARTICIPANTS

Team with expertise in social network analysis

WHEN TO USE IT

- To visualize the flow of information within and outside of an organization
- To design a strategic plan for knowledge sharing in a group

[DOWNLOAD A PRINTABLE PDF](#)

7. TOOLBOX

TOOL 11 // THE FISH TANK

[DOWNLOAD A PRINTABLE PDF](#)

PURPOSE

This technique is useful for sharing REDD+ ideas and information from a variety of perspectives. It facilitates reflection and decision-making for a large group.

DESCRIPTION

- Participants are divided into two groups (A and B) that take turns in the conversation and listening. Thus, when the members of Group A speak, the others listen, and vice versa.
- Group A forms a smaller circle within a circle formed by Group B.
- The facilitator opens the debate with a provocative question, inviting participants in the inner circle to start the discussion.
- Group B members observe Group A's discussions. They are not involved but take notes of their views, questions, etc., to use as a starting point when the roles are reversed.
- After a pre-set time, the groups switch positions. Group B moves to the inner circle and the debate continues; members of Group A move to the outside circle and become observers.

Sometimes the discussion is a “closed conversation” among the group and participants in the outer circle are simply observers. Alternatively, one or more seats in the inner circle can be open to “visitors” (i.e., members of the audience) who want to join the discussion for questions or comments.

It is important to identify a reporter to take notes on key ideas on a whiteboard or paper that all participants can see.

PARTICIPANTS

- Facilitator
- Two groups of people who alternate in their roles of speaking and listening

WHEN TO USE IT

- As an alternative to traditional debates and discussion panels
- To reflect upon an experience by incorporating diverse perspectives

REQUIRED MATERIALS

- Space that allows seats organized in concentric rings around an inner circle
- Microphones, if necessary
- Whiteboard or paper on the wall for the written or graphic report of key ideas



7. TOOLBOX

TOOL 12 // COMMUNITIES OF PRACTICE

[DOWNLOAD A PRINTABLE PDF](#)

PURPOSE

This activity is an effective way to share REDD+ experiences, challenges and solutions related to a particular area of work in an informal way. Communities of practice are usually formed online, which enables participants from around the world to engage, and at times that are convenient.

DESCRIPTION

A community of practice is a group of practitioners who share a common interest in a specific area of competence and are interested in collaborating to share information.

The term community suggests that these groups are not constrained by typical geographic, unit, department or functional boundaries, but rather by common tasks, contexts and interests. The term practice implies knowledge in action, that is, how individuals actually perform their jobs on a day-to-day-basis as opposed to more formal policies and procedures that reflect how work should be performed.

While a community of practice can be informal, it is vital to plan in advance and to secure resources to support it. The following questions can help

determine the resources required to launch a successful community of practice:

- *Substantiate the existence:* Why is it necessary? Are there any gaps in the topic that needs to be filled? Where do people go now to find information on this topic?
- *Identify an initial leader:* Who will be the leader? Are there existing resources to fund this person's time?
- *Define the structure and rules:* What will the governance structure be? Who will be able to participate?
- *Define the supporting roles:* Who will be the leaders of sub-topics? Who will be the content manager, etc.?
- *Design the core activities:* What types of activities will the community of practice promote? Will there be regular conference calls, presentations by experts in the field, etc.?
- *Invite key members:* A successful community of practice should have at least 10 or 15 members. Who is interested in the topic and will have the time and energy to invest in participation?
- *Develop an information structure and resources online:* Will the platform include event calendars, relevant reports and articles, user profiles, etc.?

WHEN TO USE IT

- To encourage sharing knowledge and learning in an informal setting without the need to interact at the same time

REQUIRED MATERIALS

- Online platform
- Facilitator or community manager to post topics and manage discussions



7. TOOLBOX

TOOL 13 // AUDIENCE MAP

[DOWNLOAD A PRINTABLE PDF](#)

PURPOSE

This activity helps to identify the target audiences for sharing your REDD+ knowledge, as well as the messages that will resonate with them.

DESCRIPTION

- Creating a communication strategy involves defining the set of individuals, groups and organizations to whom we want to communicate findings, processes and lessons learned.
- Identifying the target audiences is crucial because the type of audience helps define the style and format of communication products.
- The example table can serve as a guide to understanding each audience's needs and the most appropriate communications channels to reach them.

WHEN TO USE IT

When defining a communication strategy to share your REDD+ knowledge



Example table:

Audiences	Motivations	Message and central focus	Channels and formats
Who do we need to receive this information?	What is this audience's relationship with the topic?	What messaging will influence them?	How will we reach this audience? Will we connect with them through emails, social media, interviews, radio, tv, newspapers, face-to-face, reports, etc.? What languages will we use?

7. TOOLBOX



TOOL 14 // PARTICIPATIVE SOCIAL DOCUMENTARY VIDEO

[DOWNLOAD A PRINTABLE PDF](#)**PURPOSE**

The social documentary video encourages participation and motivation of individuals and groups. It generates new collective spaces for dialogue and reflection to explore and analyze REDD+ through a reflective and critical perspective.

DESCRIPTION

A social documentary video becomes a participatory experience when it is created by a group of people who want to share their views on a topic or to show the results of a project they have participated in. The development of the video itself can be a training process in which the group acquires the necessary knowledge and skills to communicate their experiences.

The process is conducted by people with expertise in audio-visual media who can coordinate the following:

- Script-writing
- Filming and editing
- Outreach
- Interview process

PARTICIPANTS

- Group of people in an organization who participated in a specific project
- Coordinator with audio-visual experience

WHEN TO USE IT

- To introduce a topic into the public agenda
- When a group has completed a project and wants to share their results



8. END NOTES

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OUR VISION

WWF's global Forest and Climate Initiative is working to ensure that REDD+ significantly contributes to the conservation of tropical forest and thereby to the reduction of emissions from deforestation and degradation for the benefit of people and nature.

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Why we are here

To stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature.

www.panda.org/forestclimate