

## **Syllabus: for the Course Principle of REDD+**

### **Members who develop the Syllabus :**

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**Haramaya University, College of Agro-industry and Land Resource**

<b>Program</b>	<b>Forest Resources Management</b>				
<b>Course code</b>	<b>Fore3057</b>				
<b>Course title</b>	<b>Principles of REDD+</b>				
<b>Degree program</b>	<b>BSc. in Forest Resources Management</b>				
<b>Module Name</b>	<b>Clean Development strategy and sound environmental sustainability</b>				
<b>Module No.</b>	<b>05</b>				
<b>ECTS / Credit point, CP/</b>	<b>3</b>				
Contact hours per week	Lecture	Tutorial	lab/ <u>pract</u>	Home study	Total
	<b>1</b>		<b>3</b>	<b>2</b>	<b>3</b>
Lecture days , hours and room	To be arranged (TBA)				
Tutorial / lab days and hours	TBA				
Instructors	Alemayehu Beyene and Muktar Reshad				

Instructors Address:	Alemayehu Beyene: Haramaya university email: <a href="mailto:beyeneabdi@gmail.com">beyeneabdi@gmail.com</a> Phone:0933775511 Muktar Reshad: Haramaya university Email: <a href="mailto:r1muk@yahoo.com">r1muk@yahoo.com</a> Phone: 0942882400
Contact hours:	
Target group	3 <sup>rd</sup> year FRM students
Year semester	Year III, Semester II
Pre-requisites	<b>Climate change and Forest influence (FoRe3054)</b>
Status of the course	Compulsory

## COURSE DESCRIPTION

This course is designed to introduce students to what REDD+ is all about in a general sense. It explores the concerns and the basics of REDD+ from its technical, Social, institutional and stakeholder perspectives points of view. It is also designed to describe about understanding of international negotiations, outstanding policy questions and REDD+ financing from international REDD+ contexts. National approaches in REDD+ **that is national REDD+ basics and national REDD+ case study together with Ethiopia's REDD+ program are discussed in depth.** Furthermore, international strategies regarding climatic resilience green economy in general and Strategies for reducing deforestation and degradation and enhancing carbon stocks are also included. Finally, the course is designed in such a way that it can give students better understanding to different project level approaches on how to analyze REDD+ project life cycle with standards and verifications taking project case study from Ethiopia as example.

## COURSE OBJECTIVES

At the completion of the course the student should be able to:

- Define and understand **various** basic principles of REDD+.
- Understand drivers of deforestation and degradation
- Understand the serious impacts of deforestation and forest degradation
- Develop and implement strategies for reducing deforestation and degradation and enhancing carbon stock.
- Develop and implement mitigation options and their mitigation potential, costs and benefits
- Understand international negotiations, outstanding policy issues and REDD+ financing from international contexts
- Understand national REDD+ basics and conduct REDD+ case studies
- Analyze different REDD+ project life cycles and.
- Standardize and verify REDD+ projects,
- Evaluate your perceptions concerning the profession of forest resource management and the reality of as forest manager.

### Schedule of Lecture Topics, Activities and Readings

Date	conceptual Focus and contents	Activities/ Task
Week 1-3	<b>1.Climate change and Climate Resilient Green Economy</b> 1.1The concept of green economy 1.2 Elements of green economy 1.3 Green Economy Strategy: features and targets 1.4The concept of climate resilience 1.5 Climate Resilient Strategy: features and targets 1.6 Ethiopia's Climate resilient green economy: approaches, features, targets	<ul style="list-style-type: none"> <li>• Take note from Lecture , forward any quarries,</li> <li>• Group discussion Be able to answer Evaluations, and take assignments</li> <li>• Quiz 1</li> </ul>

Week 4&5	<b>2.REDD+ Basics</b> 2.1 What is REDD+? 2.2 Building blocks of REDD+ 2.3 REDD+: The phased approach	<ul style="list-style-type: none"> <li>• Answer questions raised by the instructor for reminding the past lesson take note from Lecture , forward any quarries, Group discussion</li> <li>• Be able to answer Evaluations, and take assignments</li> <li>• Group presentations,</li> <li>• Quiz 2</li> </ul>
Week 6 &7	<b>3.REDD+ Technical Elements</b> 3.1.Measuring and Monitoring 3.2.Reference levels 3.3.Additionality 3.4.Leakage & non-permanence 3.5 MRV: components and procedures 3.6. Standards for REDD+: VCS, CCBA, Carbo fix, Plan Vivo etc	<ul style="list-style-type: none"> <li>• Field visit, Discussion and</li> <li>• Report writing,</li> <li>• presentation</li> </ul>
Week 8-10	<b>4. Social and environmental considerations in REDD+</b> 4.1.Social Considerations 4.2.Biodiversity and other considerations 4.3.Institutions and REDD+ 4.4. Institutional profiling and stakeholder relationship Stakeholders rights, responsibilities & returns	<ul style="list-style-type: none"> <li>• Answer questions raised by the instructor for reminding the past lesson</li> <li>• take note from Lecture , forward any quarries,</li> <li>• Group discussion</li> </ul>

		<ul style="list-style-type: none"> <li>• Field visit</li> <li>• Group discussion and presentation</li> </ul>
Week 11 &12	<b>5. Understanding the international Context</b> 5.1. International Negotiations 5.2.Outstanding Policy questions 5.3.REDD+ Financing	<ul style="list-style-type: none"> <li>• Participate on Presentations , and discussions</li> <li>• Be able to answer Evaluations, and take assignments</li> </ul>
Week 13 & 14	<b>6. National Approaches</b> 6.1.National REDD+ Basics 6.2.National REDD+ Case study 6.3.Ethiopia's REDD+ Program	<ul style="list-style-type: none"> <li>• Take note from Lecture , forward any quarries,</li> <li>• Group discussion</li> <li>• Be able to answer Evaluations, and take assignments</li> <li>• Case study</li> </ul>
Week 15& 16.	<b>7. Project Level approach</b> 7.1.REDD+ Project Life Cycle 7.2.Standards and verification of REDD+ projects 7.3.Project case study: Bale REDD+ Project	<ul style="list-style-type: none"> <li>• Field visiting</li> <li>• Standardization and verifications of the projects</li> <li>• Case study</li> <li>• Evaluations, and take assignments</li> <li>• Presentations</li> </ul>

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## TEACHING AND LEARNING METHODS

The mode of delivery of the course will be lecture, practical, discussions, questioning and answering, reading assignments, individual and group works.

### LECTURE

- **Reflections:** Keep a weekly written reflection of your reactions, questions about the readings and discussions in class.
- **Home work:** Assignments will be given to help reinforce some topics covered or not covered in class

### ASSESSMENT METHODS:

Evaluation will be carried out based on continuous assessment (40%) which comprises relevant tests, assignments; project works, quizzes and final exam.

**1. Assignments:** Students will form groups, and each group is given topic from the course guide book. The group has a leader who contacts the lecturer and make sure that every member is participating. Each team should make sure that the reviewed concepts have scholarly articulation, reception, critics, and group opinions.

**2. Quizzes** will be administered whenever the lecturer feels the necessity of it.

**3. Practical activities:** case studies in local deforestation observation and assessment

**4. Final examination** will be given according to the date set on the academic calendar of the university.

### VALUES FOR ASSESSMENTS

1. Class participation and attendance -----5 %
2. Presentation and report writing -----15%
3. Quiz -----20%
4. Practical ( case study)-----20%
4. Final exam-----40%

**Grading:** as per the Haramaya university's regulation and shown on table

Grading system
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S/N	Fixed scale	
1	[90, 100]	A+
2	[85, 90)	A
3	[80, 85)	A-
4	[75, 80)	B+
5	[70, 75)	B
6	[65, 70)	B-
7	[60, 65)	C+
8	[50, 60)	C
9	[45, 50)	C-
10	[40, 45)	D
11	[30, 40)	Fx
12	[<30)	F



[ or ]	<b>inclusive</b>
( or )	<b>exclusive</b>
A+	<b>Excellent</b>
A	
A-	
B+	<b>Very good</b>
B	
B-	<b>Good</b>
C+	
C	<b>Satisfactory</b>
C-	<b>Unsatisfactory</b>
D	<b>very poor</b>
Fx	<b>Fail</b>
F	<b>Fail</b>

- If the student or students score 'Fx' in this course, he/she will be treated and will have chance of taking re-exam twice with minor support. His/her grade will be any of what his/her scores.
- If the student or students score ' F' in this course, he/she will add the course in the next academic year and seat for exam

### **COURSE POLICY**

All students are expected to abide by the code of conduct of students of Haramaya University throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to concerned bodies for action. If the student needs to read it he/she can get a copy (to be copied by him/herself) of it from his/her academic advisor.

Class activities will vary day to day, ranging from lectures to discussions. Students will be active participants in the course. The students need to ask questions and raise issues. The instructor expects the students to do all the assignments they are supposed to accomplish. The students are required to submit practical/field reports within a week time of each practical session (based on the time frame set by the instructor).

- **Note on class attendance and participation:** The students are expected to attend class and practical regularly. Attendance on random days during the semester to ensure that students are coming to class/practical, and if the student or students miss class repeatedly, his/her grade will be affected negatively. If he/she misses more than 15% of the class attendance he/she will not sit for final exam. The instructor will often ask questions during his lectures and active participation in class is essential.
- **Absences are recognized for the following reasons:**
  1. Absences to participate in official campus activities (designated by the Vice President for Academic Affairs)
  2. Absences for family or personal emergencies (verified by the Dean of Students' Office)
  3. Absences for medical reasons (discussed with instructor) and he/she should come up with medical leave

If he/she misses class, make arrangements with the instructor as soon as possible to arrange time for his/her make-up class. He/she is responsible for getting class notes from he/she a classmate.

**Cell phones:** Cell phones must be turned off before entering the class as they are disruptive and annoying to all of us in the class. So please make sure your cell phone is turned off before entering the class.

All the students are responsible for all class announcements and changes. All the students are responsible for all issues ordered by the instructor to be considered (may be the subject of assignment or final exam question items).

## References:

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- Baldocchi, D., 2003, Assessing the eddy covariance technique for evaluating carbon dioxide exchange rates of ecosystems: Past, present and future, *Global Change Biology*. 9:479–492.
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- Ravindranath, N.H., Verardo, D.J., and Dokken, D.J. (eds.), *IPCC. Land use, land-use change and forestry*, Special report, Cambridge University Press, Cambridge, Chap. 1.
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- IBC.2008. Ethiopia: second country Report on the status of plant genetic resources for food and agriculture to FAO. Institute of biodiversity conservation, Addis Ababa.
- Overview of REDD+ Processes in Ethiopia.2014. REDD+ Secretariat, Ministry of Environment and Forest. The Federal Democratic Republic of Ethiopia. Addis Ababa.
- R-PP, 2011. Readiness Preparation Proposal. Federal Environmental protection Authority. Addis Ababa Ethiopia.
- WBISPP(2004). Woody Biomass Inventory and Strategic Planning Project. Final Report. Federal Democratic Republic of Ethiopia, Ministry of Agriculture, Addis Ababa
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