USAID LEAF'S REGIONAL CLIMATE CHANGE CURRICULUM DEVELOPMENT

Module 3	**Low Emission Land Use Planning (LELUP)**
Purpose	This low emission land use planning course will prepare competent land-use planners with necessary KNOWLEDGE, SKILLS AND ATTITUDES (KSA) to address the big question: *How can greenhouse gas emissions be incorporated into a land use planning process to achieve environmentally sustainable, socially just and economically sound land use?* The course provides a well-integrated land use planning framework that is flexible, scalable and adaptable to different contexts aiming the main goal of producing a low emission land use plan.
Structure	Low Emission Land Use Planning module is one of the four modules of USAID LEAF's Regional Climate Change Curriculum for universities and training institutions in the Asia Pacific region. Regional Climate Change Curriculum Development is part of capacity building component of the USAID LEAF program funded by the USAID Regional Development Mission for Asia (RDMA). US Forest Service has provided technical support to the curriculum development process. Low Emission Land Use course covers five main sections, each including multiple relevant topics:

- **Section I**: Enabling Environment
- **Section II**: Assessment of Current Condition
- **Section III**: Analysis of Future Options
- **Section IV**: Negotiating and Prioritizing Implementation Plan
- **Section V**: Monitoring and Evaluation

To teach this low emission land use planning course, lecturers will use the key resources as follows:

- The course is based around the *LELUP Framework*. Lectures (PowerPoint Presentations) will be used to explore the main theoretical issues. All lectures have built-in class exercises for learners to explore the main issues in a facilitated but structured way.
- A *Facilitator's Guide on LELUP Role Plays*, based on the five stages of LELUP Framework, help students to realistically explore many of the issues involved in negotiating a low emission land use plan.
- A '*Guidance*' document will be used as a type of textbook for this course. It reviews the key issues and outlines the main steps of a LELUP process.
- A *Case Study* was written based on a hypothetical example from a real location (Lam Dong, Vietnam).

The module materials are elaborated in English and will be translated into the national language of the USAID LEAF participating countries. The module can be tailored to both degree and non-degree programs.

Target groups	• Undergraduate and postgraduate students
	• Governmental managers, planners, policy makers at different levels
	• NGO practitioners and natural resources professionals

| **Prerequisite** | Consent of the teachers/trainers/professors/academic department |

Learning Outcomes	*At the end of the low emission land use planning course, students will be able to:*
	• Develop an adaptive management framework for land use planning under uncertain climate patterns and policy regimes
	• Develop approaches for quantifying drivers of historic land use patterns in a changing climate
	• Develop scenario planning and cost-benefit analysis taking into account climate adaptation and mitigation strategies (environmental, social and economic)
	• Describe a process that leads to a negotiated agreement
	• Construct a monitoring and evaluation plan tailored to a changing climate
	• Integrate information from multiple disciplines

| **Methodology** | Lectures, Role Plays, Class Exercises, Field Work, Computer Laboratory |

| **Certification** | Respective university will award a certificate/degree to those learners/students who successfully complete the module |

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Module Content

Module 3: Low Emission Land Use Planning (LELUP)

The following section contains the specific content of the curricula organized according to the following format:

Topics: Knowledge, skills, or attitudes are to learned or done.

Learning Objectives: A written statement describing what the learners/students will be able to do at the end of each training session.

TOPICS	LEARNING OPJECTIVES
I. ENABLING ENVIRONMENT	
1.1. Regulatory Assessment **1.2. Stakeholders Engagement** **1.3. Planning and Development of Goals & Objectives**	*At the end of this section, students will be able to:* • Analyze the enabling environment in which land use planning will be conducted • Describe and design multi-scaled regulatory, political and social frameworks and how they influence the development of a low emission land use plan
II. ASSESSMENT OF CURRENT CONDITION	
2.1. Environmental, Social and Economic Data Needs **2.2. Understanding Historic Land Use Change** **2.3. Data and Capacity Gap Assessment**	*At the end of this section, students will be able to:* • Assess the historic and current condition of environmental, social and economic resources and their critical importance in analyzing and evaluating the impacts of planning decisions • Assess the historic trends and the drivers causing those trends and data needed to quantify those trends • Identify the gaps in knowledge
III. ANALYSIS OF FUTURE OPTIONS	
3.1. Modelling Future Trends **3.2. Business As Usual Baseline Construction** **3.3. Scenario Assessment**	*At the end of this section, students will be able to:* • Recognize and apply the concept of modeling an environment including climate change • Develop a baseline assessment with the business as usual (BAU) scenario including climate change • Identify series of future potential scenarios and analyze their impacts (socio-economic, environmental)

IV. NEGOTIATING AND PRIORITIZING IMPLEMENTATION PLAN

4.1. Negotiating Agreement on Options

4.2. Priorities and Sequence of Implementation Activities

4.3. Implementation Needs

At the end of this section, students will be able to:

- Recognize the importance of a negotiated process to reach agreement among different stakeholders
- Define important issues in prioritizing and sequencing implementation actions
- Identify ways to assess implementation needs

V. MONITORING AND EVALUATION

5.1. Establishing M&E Framework

5.2. Monitoring and Measuring Progress

5.3. Evaluating, Reporting and Adapting

At the end of this section, students will be able to:

- Describe what is M&E
- Identify what is required to implement an M&E plan for LELUP
- Recognize the importance of M&E to support adaptive management
- Explain the concept of co- benefits

CREDIT HOURS

The Training Unit is responsible for defining the way in which the credit hours are calculated for the Degree and/or Non-Degree program

Grading System

Criteria for Grading

Each university has its own grading system and will apply its existing practice. This proposed grading system is based on the belief that knowledge, skills and attitudes are all important in becoming a good actor on climate change. Hence, the assessment criteria are:

Criteria	Grading (points)
Knowledge Necessary knowledge on climate change Final exam (summative-objective)	40
Skills (should be paid more attention) Application of tools, instruments, technology	40
Attitude • Attendance • Punctuality • Group Participation • Quality of assistance to others • Communication skills • Contribution to the overall training effort • Perceived effort • Preparation for class	20
TOTAL	**100**

Criteria for Marks and Certificate/Degree

Percentage	Module Points Required	Marks Awarded	Performance Description	Certificate/Degree Awarded
90 100	90 100	**A**	Excellent	Yes
80 - 89	80 - 89	**B**	Good	Yes
70 - 79	70 - 79	**C**	Satisfactory	Yes
0 - 69	0 - 69	**D**	Unsatisfactory	Letter of attendance