ASEAN CLIMATE LEADERSHIP PROGRAMME

FINAL REPORT

ASEAN Climate Leadership Programme (ACLP) 2021

**Promoting Climate-Smart Land Use for Implementing
Nationally Determined Contributions (NDCs) 2021**

The ACLP 2021 is jointly implemented by :

Implemented by:

In cooperation with

with contributions by:

December, 2021

Abbreviations

ACLP	:	ASEAN Climate Leadership Programme
AMS	:	ASEAN Member States
ANGA	:	ASEAN Negotiating Group for Agriculture
ASEAN	:	Association of Southeast Asian Nations
ASEAN-CRN	:	ASEAN Climate Resilience Network
ASEAN RAI	:	ASEAN Guidelines on Promoting Responsible Investment in Food, Agriculture and Forestry
ASWGC	:	ASEAN Sectoral Working Group on Crop
ATWGARD	:	ASEAN Technical Working Group on Agricultural Research and Development
AWGCC	:	ASEAN Working Group on Climate Change
CC	:	Climate change
CGIAR	:	Consultative Group on International Agricultural Research
CIAT	:	International Center for Tropical Agriculture
CFV	:	Conservation of Farming Village
CSA	:	Climate-smart agriculture
CSF	:	Climate-smart forestry
CSLU	:	Climate-smart land use
EDC	:	Energy Development and Cooperation
FAF	:	Food, agriculture and forestry
GHG	:	Greenhouse gas
GIZ	:	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
IISD	:	International Institute for Sustainable Development
IRRI	:	International Rice Research Institute
LAA	:	Leadership Academy Amsterdam
Lao PDR	:	Lao People's Democratic Republic
LDP	:	Leadership development plan
LGU	:	Local government unit
MARDI	:	Malaysian Agricultural Research and Development Institute
NCI-SRD	:	National Convergence Initiative for Sustainable Rural Development

NDCs	:	Nationally determined contributions
PPP	:	Public-private partnerships
RECOFTC	:	Regional Community Forestry Training Centre
SEAMEO	:	Southeast Asian Ministers of Education Organization
SEARCA	:	Southeast Asian Regional Centre for Graduate Study and Research in Agriculture
SEI	:	Stockholm Environment Institute
SMART	:	Sustainable market-based agroforestry system
VUCA	:	Volatility, uncertainty, complexity and ambiguity

Table of Contents

List of Figures

List of and Photos

Executive Summary

Managing complex issues, such as the impact of climate change on food, agriculture and forestry, requires dedicated people with vision and the ability to facilitate change. To initiate and enable complex change processes, competent individuals are needed with an excellent understanding of the climate-smart land-use concept, a progressive mindset, the ability to motivate and engage others, and to promote collaborative policy planning and actions.

The ASEAN Climate Leadership Programme (ACLP), a new learning and exchange format, aims to strengthen these leaders. The ACLP 2021 lasted two and a half months and was implemented from 18 August to 28 October 2021. The workshop's theme was 'Promoting Climate-Smart Land Use for Implementing Nationally Determined Contributions (NDCs)'.

The ACLP was designed to contribute to the work of the ASEAN Climate Resilience Network (ASEAN-CRN), and will aid the implementation of ASEAN strategies, such as the Vision and Strategic Plan for ASEAN Cooperation in Food, Agriculture and Forestry (SP-FAF) (2016–2025) and the ASEAN Strategic Plan on Environment (ASPEN) 2016–2025. The overarching goal was to enable participants to enhance their contribution to the policy processes and outcomes of the Association of Southeast Asian Nations (ASEAN) to make these better informed, more holistic, cooperative and inclusive, and to provide clearer benefits for ASEAN member states.

The ACLP is designed and mainly supported by the Climate-Smart Land Use in ASEAN (CSLU) project, which receives funding from the German Federal Ministry for Economic Cooperation and Development (BMZ) and is implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH in close cooperation with the ASEAN Secretariat. The programme was conducted in collaboration with the Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA) and facilitated by experienced coaches specialised in leadership and change theory.

Preparation and implementation

The GIZ team brought together representatives from the Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA), ASEAN working groups and experienced leadership coaches at a virtual meeting on the ACLP's preparatory work. Their collective ideas and recommendations informed the next steps in the programme's design and implementation.

The ACLP invitation for applications was disseminated via different ASEAN working group websites and the ACLP microsite in July 2021 and resulted in the selection of 23 participants from eight ASEAN member states (AMS) following a set of selection criteria. The ACLP participants came from government institutions, the academic community and civil society organisations working in the land-use sectors, on rural development or climate change issues.

Approach

The ACLP was designed as a leadership programme adapted from the GIZ Academy for International Cooperation (AIZ). The programme emphasises the importance of the learning process which continues outside the modules themselves. In the ACLP context, leadership is not about hierarchy, but a combination of different skills that enable an individual to initiate and manage change.

All activities undertaken as part of this leadership journey aim to strengthen ASEAN policy processes (horizontal impact) and improve the interaction between regional and national policy processes (vertical impact) to promote climate-smart land use that enhances food security and amplifies climate change mitigation and adaptation outcomes. Guided by Theory U, a change management framework in the ACLP leadership journey, participants learned to apply the theory to a 'change project' within

the ACLP context aimed at participants exploring the challenges in the system and contributing to solutions relevant to climate-smart land use.

All the learning activities in the ACLP involved a mix of short virtual workshops, discussions, self-organised group discussions and reflection. Throughout the programme, the participants also received guidance from experienced leadership experts, technical experts and their peers. The participants were able to access all the learning materials and records in the Microsoft Teams platform managed by SEARCA's Management Information Services Unit (MISU).

A brief overview of the module workshops

Module 1 – Introduction to the ACLP Programme was presented on 18–19 August 2021. The first module focused on setting the discussion arena. Facilitators and coaches gave an overview of the ACLP programme design and introduced the participants to the ACLP leadership concept, climate-smart land-use concept and key practices. The facilitators also provided details about ASEAN's policy and institutional building, including the successes of many who were making use of the system. The participants developed an individual leadership development plan to help clarify the personal leadership skills involved in implementing climate-smart initiatives.

Module 2 – Observing the system closely was held on 6–9 September 2021. The participants continued the workshop with Module 2 by delving into Theory U and systems thinking; they started 3D sculpting and case clinics and listened to different perspectives on how climate-smart practices in agriculture and forestry are being implemented, including the challenges, with opinions from farmers, local governments, the private sector and civil society organisations.

Module 3A and 3B – Sensing and presencing was divided into two workshops. Module 3A was conducted on 20–21 September, concentrating on the theme **'Strengthening Personal Connection with the System'**, and module 3B was held on 11–12 October 2021, focusing on the theme **'Collaborating with Others on Prototyping'.** All the sessions in Module 3 were centred on the practice of Theory U within the context of the change project and on promoting the implementation of climate-friendly and resilient land-use practices guided by ASEAN policies and priorities.

Module 3A was designed to allow the participants to further explore systems as a group in their selected area of interest by means of a sensing journey. In module 3B, the participants learned to connect their personal aims to the project's purpose through a 'presencing' journey; they practised brainstorming ideas and clarified the prototype's intention and purpose. They also listened to the speakers on the importance of engaging stakeholders, the landscape approach in sustainable development, and successful regional initiatives to be used as a reference when working on the prototype as a group.

Module 4 – Coming home, continuing the journey, the final workshop, took place on 25–28 October 2021. In Module 4, the participants presented their change projects, compiled their recommendations and reflected on the policy arrangement in ASEAN. The facilitator also highlighted the behavioural change required to achieve successful change in climate-smart land-use practices. The session closed with a virtual ceremony to award 20 leaders from the seven ASEAN member states with certificates.

Lessons learned

Due to the COVID-19 pandemic, ACLP was conducted in a virtual learning mode. This limited the opportunities for exchanges between the organisers, facilitators, resource persons and among the participants themselves. Several participants also experienced technical challenges. Notwithstanding these obstacles, some participants managed to create a professional network and personal friendships. They also showed admirable cross-country, cross-institutional, cross-sectoral engagement and collaboration showcasing the ASEAN spirit despite the fact that all the interaction throughout the programme was online.

The way forward

The exchanges among the ACLP alumni will continue. They can keep in touch through the main communication channels: the ACLP microsite and Facebook group. On these platforms, they can obtain information about the ACLP, continue their leadership journey and share information or details of relevant events. Alumni network gatherings have also been held among the first batch of alumni.

Structure of the report

The ACLP final report consists of four chapters. Chapter 1 provides background information on the ACLP, the organisations involved and their respective roles. An overview of the design and structure of the ACLP can be found in Chapter 2. Chapter 3 discusses the programme's cornerstones, such as the change projects, the role of the mentors and coaches, the leadership development plan, individual and peer-coaching sessions, and self-reflection. Chapter 4 includes the challenges, opportunities, lessons learned and a glimpse of the future for the ACLP.

Photo 1 Participants, mentors and coaches attending the ACLP 2021 closing ceremony.

Chapter 1 - Background to the ACLP

1.1 Background

South-East Asia is very vulnerable to climate change as the region is heavily reliant on agriculture for livelihoods and is highly dependent on natural resources and forestry. ASEAN and its member states (AMS) have responded to the impact of climate change by taking action to address it at the national, regional and global levels. At the regional level, significant actions, initiatives and policies were developed to address the impact of climate change on the food, agriculture and forestry (FAF) sectors.

Sustainable land use, climate change mitigation and adaptation are complex problems and require cross-sectoral cooperation and systemic approaches. To overcome the challenges, competent and motivated individuals with vision and a strong network are needed in key positions. These individuals must also possess relevant technical knowledge and influence others cross-sectorally to initiate and facilitate complex change processes and enhance food security at the local, national, regional and global levels. The ASEAN Climate Leadership Programme (ACLP) aims to support the implementation of the Strategic Plan (SP) for ASEAN Cooperation in FAF sectors (2016-2025), the ASEAN Strategic Plan on Environment (ASPEN) 2016–2025 and other ASEAN frameworks related to climate change and land use and contributes to achieving the countries' nationally determined contributions (NDCs).

A brief overview of ASEAN-CRN

The ACLP is designed to contribute to the work of the ASEAN Climate Resilience Network (ASEAN-CRN). ASEAN-CRN is a platform for regional exchange, particularly for sharing information, climate-smart agriculture (CSA) experiences and expertise. In 2014, ASEAN-CRN was established under the purview of the ASEAN Technical Working Group on Agricultural Research and Development (ATWGARD). It was formalised with the endorsement of the Senior Officials Meeting of the ASEAN Ministers on Agriculture and Forestry (SOM-AMAF). The ultimate goal of ASEAN-CRN is to promote climate resilience in the ASEAN community.

For more information, please visit https://asean-crn.org/

About the organisers

The Climate-Smart Land Use in ASEAN (CSLU) project builds on the successes of the initial Forest and Climate Change (FOR-CC) project under the former ASEAN-German Programme on Response to Climate Change. The CSLU project is supported by the German Federal Ministry for Economic Cooperation and Development (BMZ) and implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH in close cooperation with the ASEAN Secretariat.

The CSLU project strengthens ASEAN bodies in their coordinating role to drive forward international and national climate policy processes for climate-smart land use. In so doing, it contributes to increasing resilience against and adaptation capacity for climate change, reducing or removing greenhouse gas (GHG) emissions and increasing productivity and incomes in the agriculture and forestry sectors.

For more information, please visit Facilitating climate-smart land use in ASEAN (giz.de)

About the organisers

The Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA) is a non-profit organisation established by the Southeast Asian Ministers of Education Organization (SEAMEO) in 1966. SEAMEO promotes cooperation in education, science and culture in South-East Asia. Its highest policy-making body is the SEAMEO Council, which comprises the Ministers of Education of the 11 SEAMEO member countries: Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor-Leste and Viet Nam.

As SEAMEO's centre of excellence in agriculture, SEARCA is mandated to provide high-quality graduate study in agriculture; promote, undertake and coordinate research programmes related to the needs and problems of the South-East Asia region; and disseminate the findings of agricultural research and experimentation. It is supported by SEAMEO members and associate member states, other governments and various international donor agencies.

For further information, please visit www.searca.org

1.2 Objectives

The ACLP aims to enhance the participants' leadership skills in initiating and facilitating change processes and collective cross-sectoral transformative action in climate-smart land use. The specific goal of this year's programme is to enable the participants to enhance their contribution to promoting the implementation of climate-friendly and resilient land-use practices that contribute to achieving NDCs while considering ASEAN policies and priorities.

The ACLP's other purpose is to enable the participants to demonstrate problem-solving in the context of a wider and more dynamic system through systemic thinking. The ACLP programme centres on systems thinking as an essential component of leadership to generate positive and lasting impact in solving climate and societal issues through land-use sectors.

The programme promotes direct and indirect change in three key areas:

Participant Competencies

- Understanding the leadership concept and building the required mindset
- Acquiring and learning the relevant tools and methods used in both leadership development and climate change
- Updating knowledge on regional policies and priorities relevant for climate-smart land use

Organisational Skills

- Improving key personnel's leadership and management skills
- Transferring knowledge to the organisation
- Accessing a network of experts and policy-makers
- Innovation through transformative project ideas developed by the participants

Regional Policy Processes

- Strengthening dialogue on the regional aspect of climate challenges and solutions
- Sharing lessons learned on promoting transformative, system-wide, cross-sector collaboration
- Strengthening the network of potential ASEAN leaders.
- Inspiration for further regional dialogue processes

1.3 The organisational setting

The ACLP was developed under the purview of the CSLU project, which oversaw the general design and implementation process and provided funding. SEARCA supported the programme design and implementation as a co-organiser and contributed to the ACLP virtual learning platform to host the module workshops, group meetings, learning materials and associated IT support. The ACLP was also implemented in collaboration with ASEAN-CRN and the ASEAN Secretariat, whose representatives provided content guidance, policy linkages and served as resource persons for some of the programme's topics requiring their expertise.

The International Center for Tropical Agriculture (CIAT); the International Rice Research Institute (IRRI); the CGIAR Research Program on Climate Change, Agriculture, and Food Security (CCAFS); the Stockholm Environment Institute; Grow Asia; the Regional Community Forestry Training Center (RECOFTC) and the Leadership Academy Amsterdam (LAA) have all contributed to the programme's design and implementation. Their responsibilities include speaking, mentoring and coaching. Two expert facilitators with experience in leadership and change theory developed and facilitated the programme.

Along with the ASEAN Secretariat, ASEAN-CRN and ASEAN working groups assisted in disseminating announcements and information on the ACLP application process, its implementation and the results.

Chapter 2 – Overview of the ACLP

2.1. Programme design

The ACLP is designed as a leadership journey. In this context, leadership is not about hierarchy but a combination of several different skills working together that enable an individual to initiate and manage change. The leadership journey is a leadership development programme at the GIZ Academy for International Cooperation (AIZ), which emphasises the importance of the learning process and which continues outside the modules themselves.

ACLP 2021 - Promoting Climate-Smart Land Use for Implementing Nationally Determined Contributions (NDCs)

Leadership Journey

Starting the Journey
Building a theoretical foundation for Leadership and at the same time benchmarking the knowledge of climate smart practices

01

Observing the System Closely
Series of sessions to strengthen knowledge base and explore perspectives from different resource persons on concrete ideas for promoting climate-smart practices in Southeast Asia

02

03

Strengthening the Connection with the System
Practice the acquired leadership skills and updated knowledge on climate smart practices in a group of Change Project

04

Collaborating with Other on Prototyping
The Change Projects contribute to exploring challenges and solutions related key regional priorities in climate smart practices

05

Coming Home, Continuing Journey
Bringing back home the new perspectives and understanding for further use in professional development and policymaking context

Figure 1 Phases of a Leadership Journey. Adapted from the Academy for International Cooperation (AIZ)

All stimulating activities in this leadership journey aim to strengthen ASEAN policy processes (horizontal impact) and improve the interaction between regional and national policy processes (vertical impact) to promote climate-smart land use that improves food security, amplifies climate change mitigation and adaptation outcomes.

2.2 Guiding Theory

Three theories form the foundation of the change project. The first, Theory U, is a change management framework used as a central concept in the programme design of the ACLP. The framework focuses on the logic of how change can only be attained by 'presencing' or understanding the internal condition of the individual generating the change. Presencing means a heightened state of attention that allows individuals and groups to shift the inner place from which they function. When that shift happens, individuals begin to operate from a future space of possibility that they feel wants to emerge. According to the author of Theory U, Otto Scharmer, being able to facilitate that shift is the

essence of leadership today. Therefore, it is crucial for change agents to understand how to connect their purpose and interests with the project they are developing.

To be effective leaders, individuals must first understand the field or inner space from which they operate. Theory U identifies four 'field structures of attention': downloading, factual, empathic and generative. To move to generative listening, individuals must embark on five movements of Theory U, as shown in Figure 2 below. For more on Theory U: http://gudrunmiller.de/wp-content/uploads/2015/11/Adressing-the-blind-spot.pdf
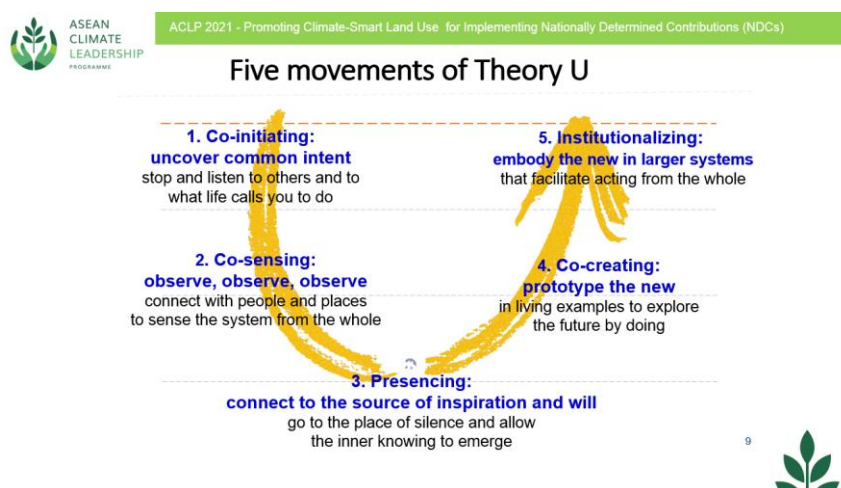
Figure 2 Theory U as a framework of the ACLP programme.
Based on http://gudrunmiller.de/wp-content/uploads/2015/11/Adressing-the-blind-spot.pdf

The second leadership theory is systems thinking. This theory offers a language to systematically integrate complex and scattered information, divergent views and changing conditions around land management issues. Through systems thinking, participants learn to overlook the interdependencies and interactions between the constituent parts, which are the causes of complexity and dynamic behaviour in systems. Systems thinking can help participants achieve desired outcomes towards sustainability, such as greater insight by all stakeholders, integrated knowledge, the application of learning at a broader system level and an increased commitment to action. For more on Systems Thinking: https://core.ac.uk/download/pdf/15027067.pdf

Figure 3 Systems thinking provides a bird's eye view to view problems from a wider perspective.

The ACLP leadership model is the third theory. The model helps participants understand that in order to be effective in delivering sustainable transformations in a landscape, a leader should be able to transform your vision of the world, in this case a vision about a forestry or agricultural landscape, into a vision shared by many stakeholders in the landscape.

In the ACLP leadership model, presented in Figure 4, the participants cannot work alone to create change in the landscape and ecosystem context. They should share their vision with the other stakeholders after translating their inner motivation to make changes in the landscape and ecosystem context. Furthermore, with systems thinking, participants must have seen a landscape subject within a system. They should also mobilise and engage people within the landscape, not only the stakeholders but also outsiders and external support.
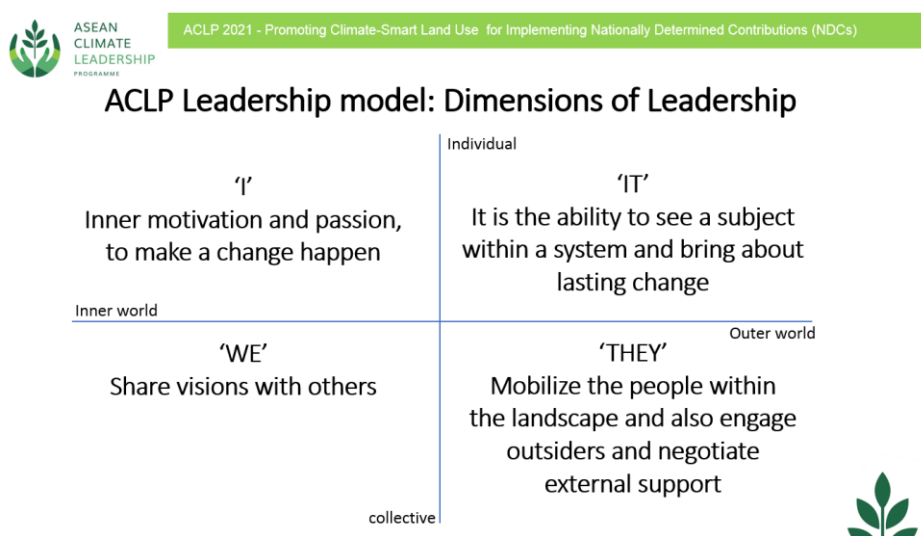
Figure 4 Diagram of leadership dimensions.

2.3 Methodology

The programme delivery hinges upon various online interactions and digital learning formats. Presentations from experts, plenary discussions, self-organised group work and personal reflection by keeping a journal are all enriched with tools and methods that can be replicated in institutions at home. The participants also have access to the learning materials, exercises and assignments prior to the start of each module. During the workshop, the participants are granted the opportunity to have professional career coaching to refine their leadership development plan.

The ACLP aims to strengthen key leadership skills in initiating and facilitating change processes and collective cross-sectoral transformative action in climate-smart land use. To improve key personnel's leadership, the programme promotes an understanding of the leadership concept and of building the required mindset through Theory U, the ACLP leadership model and systems thinking. Participants are also equipped to learn the relevant tools and methods, such as keeping a journal, 3D sculpting or implementing a leadership development plan used in leadership development and climate change.

The participants are also provided with the programme's technical information to understand how climate change and land use are related to agriculture, natural resources and ecosystems. Climate-smart land use is a comprehensive solution to address the complex issue of climate change in land-use sectors. This solution also encompasses five regional priority guidelines: climate-smart agriculture

(CSA); responsible investment in FAF; climate-smart agroforestry; gender mainstreaming and public-private partnerships for technology development in the FAF sector.

Furthermore, the programme underlines that a progressive mindset and collaborative policy planning and actions are needed to deal with the complex issue of climate change in land-use sectors. At the end of the programme, the participants are expected to use everything they have learned and implement it to create changes in the area they are interested and invested in.
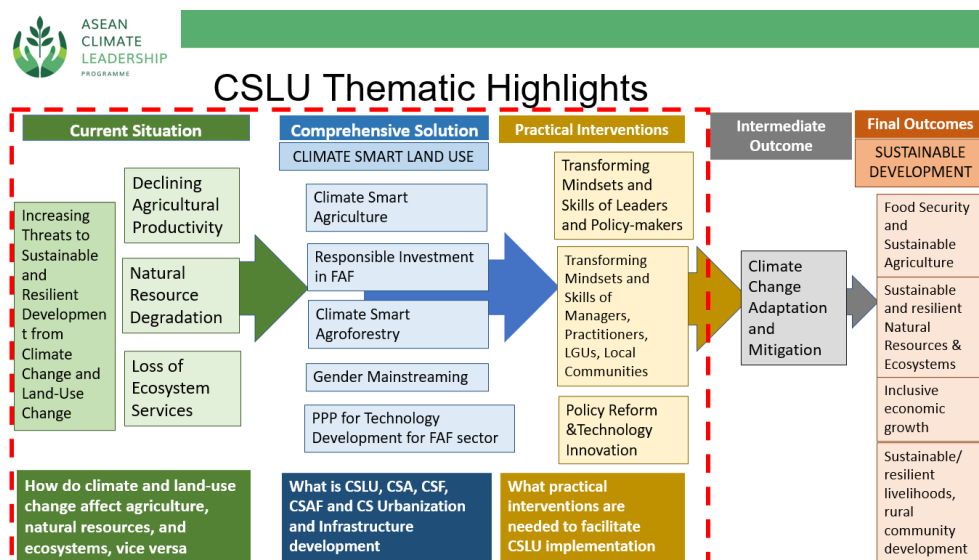
Figure 5 CSLU thematic highlights.

The participants are invited to engage in more in-depth observation and reflection to promote change and innovation through the leadership concept. On the other hand, technical aspects help the participants discover solutions to overcome challenges in the FAF sectors by understanding issues from different viewpoints and experiences, reflecting on the ideals, mindsets, and culture. These two interrelated aspects result in the participants becoming more aware of their position in the system and learning to look at challenges from a systemic viewpoint. They can also use a holistic approach that addresses the interdependencies between different aspects and views.

Virtual learning platform

The organising team hosted the virtual workshop and provided the learning materials on the Microsoft Teams platform. The team gave each participant full access to join the meeting in plenary as well as virtual breakout rooms for group discussions. The participants also had access to the ACLP library's learning resources and exercise descriptions, including recorded presentations, reading materials and publications to reinforce their learning.
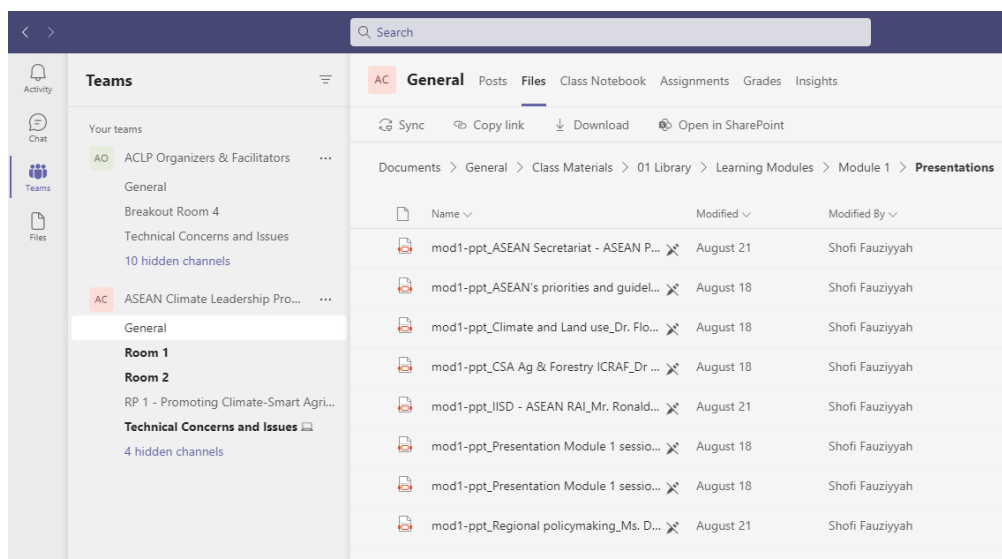
Figure 6 Snapshot of learning modules in the virtual library room.

Preparation phase

GIZ invited some representatives from relevant organisations who contributed to last year's ACLP, such as LAA, SEARCA, RECOFTC and the Food and Agriculture Organization of the United Nations Regional Office for Asia and the Pacific (FAO-RAP), to a preparatory workshop for the ACLP in 2021. It was held virtually on 10–11 June 2021 via Microsoft Teams. The objectives of the workshop were to:

- create a joint understanding about the story of change for the ACLP in 2021;
- clarify learning objectives, skills to learn and target groups of the ACLP in 2021;
- outline focus topic and programme cornerstones;
- reflect on the programme's design elements and rough schedule;
- coordinate the roles and contributions from other partners.

On day one, the organisers recapped some essential learning and reflections based on the ACLP 2020 post-training evaluation and drew up their aspirations for ACLP 2021. Some suggestions were made on the programme's pace, length and content, as summarised in Table 1.

Impressions of ACLP 2020	Aspirations for ACLP 2021
• High intensity, high-quality programme managing to bring AMS together in a virtual setting • Ambitious programme to convene people to talk about relevant and challenging issues • Admirable level of engagement from the participants and the organising committee • Really surprising from the planning, performed from scratch, through to the implementation, seeing people bond together, albeit virtually • Very brave to go fully virtual	• To improve the results of the ACLP, harmonising it with the CSLU project core goals and ASEAN priorities • The process and the output can contribute significantly to national policies in agriculture, climate change and land use • To scale it up to be more manageable and straightforward for the project and to bridge the implementation gap between national implementation needs • Show better how participants can apply their skills in their work context (and their personal life) • To use more creative and engaging methods in the virtual space

Table 1 Organisers' aspirations for ACLP 2021 based on an evaluation of ACLP 2020.

In this session, the organisers created selection criteria for the call for applications to adjust this to a revised story of change: to bridge the gap between the regional policies on climate-smart land use and the national policy and implementation. The target group for ACLP 2021 were participants who are in a position to integrate ASEAN priorities and guidelines in the implementation of their respective national agendas/policies/plans. The level of change expected during and after the leadership programme for the participant is illustrated in Figure 7.
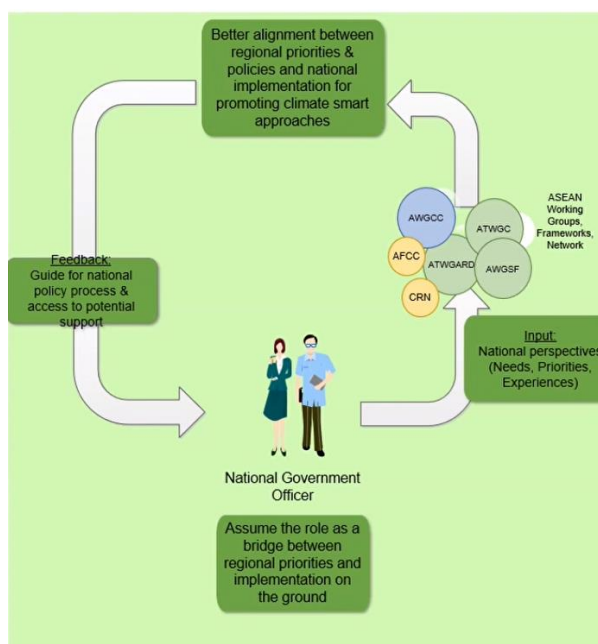
Figure 7 Story of change diagram.

The organisers also decided to use an individual leadership development plan (LDP) as a medium for reflecting on and planning the participants' leadership progress. This would serve as a discussion reference throughout the leadership programme. The LDP was helpful in ensuring that the design of the leadership journey in ACLP 2021 was relevant and meaningful with respect to the participants' professional contexts.

On day two, the CSLU team initiated the following thematic narrative for five modules throughout the ACLP programme, presented in Figure 8. Building on the technical narrative, Dr Rex Cruz (SEARCA) proposed an initial learning design for each module of ACLP 2021. The technical learning sessions would inspire the participants to design and implement policies and projects on CSA and forestry through the comprehensive planning of land uses, ecosystems and climate change. He also aimed to increase the participants' familiarity with good regional practices.

Module 1

Setting the Scene
The first module focuses on setting the topics for discussion: climate-smart practices in the land-use sector (agriculture, forestry and rural development) and the regional policy priorities and guidelines as the main reference points in the discussion throughout the programme's learning journey.

o Introducing the concept of climate-smart land use and the key practices
o Introducing the existing regional policy guidelines with a view to assisting and advancing the implementation of NDCs in the region

Module 2

Systems Thinking
The second module focuses on the systems and how to optimise the achievement of the NDCs. The module should shed some light on the practical understanding of, for instance:

o How strengthening cross-sectoral measures (in forestry, agriculture and rural development) could help to achieve the NDCs;
o Collaborative policy & action planning within (vertical) and across institutions (horizontal), including communicating complexities to garner support for collaborative actions to achieve the NDCs.

Module 3

Aiding expertise and examples for the group work
The third (3A and 3B) module focuses on evaluating the situation (actual problems, unvoiced needs, potential solutions) for selected change projects. The participants will benefit from knowledge acquired from modules 1 and 2. The technical team will help each group by enriching the discussion (when participants formulate the problem and offer potential solutions) taking into account any existing examples and updated knowledge on the issue.

Module 4

Reflection
The fourth module reflects on the practicality of the learned concepts under existing national and regional arrangements, in light of promoting climate-smart practices in the land-use sectors to achieve the NDCs. It emphasises the benefits of performing the practices, while acknowledging the limitations of the systems they are operating in. It also summarises the practical ideas and takeaways for our participants when initiating and facilitating actions to achieve the NDCs.

Figure 8 ACLP 2021 technical narrative per module.

In ACLP 2021, the participants practised theoretical knowledge through the change project. The objectives of the change project during ACLP 2021 were: 1) creating awareness for regional policy frameworks to promote the participants' uptake on ASEAN priorities and guidelines; 2) providing the participant with a better understanding of climate change adaptation and mitigation, including best practices and challenges; and 3) acting as a collaborative platform to further build relationships among the participants from the different ASEAN member states and institutions.The organisers presented several ideas on the topics of the change project and the allocation of participants. For instance, the organisers provided a list of potential topics and let the participant decide which topic resonated the most, or determined the topic based on the relevant ASEAN priorities and recommendations.

The invitation to apply, including the ACLP booklet, was circulated via the ACLP microsite and ASEAN-CRN in July 2021 (https://asean-crn.org/the-asean-climate-leadership-programme-aclp-2021/). The participants were chosen based on a set of individual and group criteria. In August 2021, the 23 participants selected from eight AMS joined a programme orientation session organised by the facilitator.

Who is Eligible?

Participation in the ACLP is subject to an application. All applicants will be assessed and selected following the individual criteria and group profile below:

Individual Criteria (all criteria must be met)

- Language: good English proficiency
- Position: technical officer/advisor or low to mid-range decision maker
- Relevant field of work:
  - Agriculture (crop production, livestock, fisheries)
  - Forestry
  - Rural development
  - Climate policy and action (mitigation and adaptation)
- Solid technical experience/knowledge on climate change issues in the context of agriculture, forestry and other land uses

- Directly or indirectly involved in ASEAN policy processes and/or implementation of national policies and programmes related to land use and climate change (focus: NDCs)
- Potential of acting as a change agent: having or heading towards key positions in the respective institution and having solid professional reputation
- Clearly expressed willingness to participate actively in the full programme, including support from their superior

Group Profile

- Gender balance (min. 40 per cent women)
- Country balance (up to three people per AMS from different institutions/organisations)
- Priority will be given to representatives of national policy-making institutions
- Applicants from civil society organisations, academia and the private sector will be considered if further places are available and if they meet all the individual criteria mentioned above.

ASEAN CLIMATE LEADERSHIP PROGRAMME | BOOKLET 2021   09 | 14

Figure 9 Participant criteria for the ACLP programme.

Chapter 3 – Cornerstones of the Programme

3.1. Change projects

The ACLP is guided by Theory U as a leadership concept. In the ACLP, it also acts as a framework to help turn aspirations into positive change by initiating, designing and planning for the implementation of a change project. Each participant can choose one theme from the five key regional priorities and assemble in groups of four to five people for their change project. In the change project group, participants build a common goal to execute and draw up the change project agenda.

The change projects are formulated in an attempt to address the following guiding questions:

Figure 10 Guiding questions for the change project

The change project provides an opportunity for participants to practise their leadership skills collectively and collaboratively. The participants can also explore specific climate-smart land-use actions and find more effective ways to deal with climate change and land-use issues. They can also apply the change project at the regional level.

This year, the focus of the ACLP was to enhance contributions towards the implementation of climate-friendly and resilient land-use practices that can contribute towards achieving the countries' NDCs. At the end of the module, the participants were expected to initiate and create a group change project in five thematic areas based on ASEAN policies and priorities. The change project should bridge the gap between regional policies and national actions on climate-smart land-use initiatives. It should also highlight and promote the implementation of climate-friendly and resilient land-use practices based on national and regional needs. Five key regional priorities and recommendations were identified as being key thematic areas of concern for the ACLP:

1. Promoting climate-smart agriculture (Volume I & II)
2. Agroforestry development
3. Promoting responsible investment in FAF sectors
4. Gender mainstreaming in FAF sectors
5. Public-private partnerships for technology development in FAF sectors.

The participants made the change projects guided by Theory U and systematic thinking. They also organised a virtual sensing journey by inviting relevant stakeholders who might be impacted by the initiatives put forward in the change projects. The process was followed closely by coaches who stayed in touch with the group throughout the leadership programme, assisting with progress and resources, as well as providing support and assistance when needed, notably on the Theory U concept.

Key experts who gave technical guidance on the change projects were also invited as mentors. They reviewed the change project drafts, offered recommendations for improvement and suggested finding more information or stakeholders who could share their knowledge and experience with the planned change project.

Change Project Process in 4 Modules

Short description of the best practice of Climate Smart Land Use project in your country

Use 3D sculpting to create an external view of the current reality of the best practice project

Gain insight from multiple perspectives, systemic underlying causes and shaping factors using the '3D System Sculpting' document

Present your 3D sculpting experience in the sub-group using the 'Case clinics' tool and gaining a sub-group insight of learning and challenges

Gain a deep insight into the success behind the project by:
- Field visits
- Dialogue interviews
- Sensing interviews

Gather all learnings and create a best practice document for the sub-group

Present the outcome to the other participants

Figure 11 Change project process.

3.2. Leadership development plan (LDP)

The LDP is a living document that serves as a medium for thinking and reflection for participants while planning and visualising the participants' leadership journey and results. The LDP helps clarify the personal leadership skill needed to realise the climate-smart initiatives and achieve them during the programme and beyond (a six-month plan).

In module 1, the participants were given the LDP template to be filled in with: leadership characteristics, goal/objective of the leadership journey, actions to be taken, support needed, timeline and the key outcome. The programme provided the participants with consultation hours to offer advice and inspiration on attaining different goals. The facilitators used the LDPs to monitor and evaluate the participants' progress, identify gaps and the need to adapt the programme and provide targeted coaching.

3.3. Individual leadership coaching

Individual leadership coaching is a one-on-one reflection session with one of the leadership facilitators that follows the agenda in Figure 12. The facilitators provide individual coaching and close mentorship throughout the workshop and across the modules. These coaching sessions are created to help the participants with a range of goals and organisational contexts connected with the ACLP's leadership framework and competencies.

Figure 12 Individual leadership coaching sessions.

3.4. Keeping a journal, self-reflection and daily evaluation

A journal is a necessary tool to record and make notes on the most compelling aspects of an individual's learning journey. In the ACLP, keeping a journal is seen as a critical leadership tool to help the participants organise their thoughts and translate them into action. The participants use the tool throughout the leadership journey and hopefully beyond the programme itself.

Figure 13 Example of reflective question to guide participants.

At the end of the session, the participants are encouraged to reflect on the presentation's content and translate it to their personal, professional situation. There are directions for reflection as follows:

1. Look inward – reflect on goals, principles, values and interests.
2. Look outward – review success factors and how they are relevant to others.
3. Look back – reflect on lessons learned from past experiences.
4. Look forward – reflect on what to do differently and how.

Chapter 4 – ACLP implementation – workshop module summary

4.1. Implementation snapshot

The 2021 ACLP consisted of five module workshops, which were conducted over a period of two and a half months. The workshop design is shown in the table below:

Figure 14 The ACLP implementation snapshot.

Andre de Wit, Dean of the Leadership Academy Amsterdam and Rejani Kunjappan, Senior Technical Officer at RECOFTC, facilitated the ACLP. They were both vital in programme delivery. The documentation for each learning module and sessions can be accessed on the ACLP virtual learning platform.

The following sections of this chapter will summarise the highlights of each module.

4.2 Summary of Module 1 – Introduction to ACLP

The first module, Starting the Journey, provided an introduction to the ACLP. The module workshop was held over two days, 18–19 August 2021 and delivered introductory materials on the ACLP leadership model and personal LDP, ASEAN regional policies, relevant priorities with FAF sectors, and recent updates on climate-smart practices in land-use sectors to an enthusiastic crowd of participants.

Embarking on the ACLP leadership journey

Dr Sombat Tongtao, Deputy Director-General of Thailand's Department of Agriculture at the Ministry of Agriculture and Cooperatives and chair of ASEAN-CRN, welcomed all the ACLP participants. In his speech, he emphasised the importance of cross-sectoral collaboration to increase resilience towards shared challenges in the region, such as climate change and the COVID-19 pandemic. He also reiterated the region's need for strong joint commitments and continued efforts by all stakeholders to promote climate-smart land-use practices, which play an integral part in achieving each AMS's goal to reduce GHG emissions and implement climate actions on a national scale.

The climate-smart land-use concept

Dr Florencia B Pulhin, a university researcher at the Forestry Development Center at the University of the Philippines Los Baños and Dr Elisabeth Simelton, a geographer and climate change scientist representing the Center for International Forestry Research and World Agroforestry (CIFOR-ICRAF), spoke on the concept of climate-smart land use, including opportunities and challenges.

Photo 2 Dr Elisabeth Simelton explaining the climate-smart land-use concept.

Dr Pulhin addressed pressing issues regarding the significant contributions of agriculture, forestry and other land uses (AFOLU) towards GHG emissions. She also cited population and economic growth as the driving forces behind the continuous increase of the global carbon footprint. Dr Pulhin explained how agriculture, forestry and other land uses have multiple roles in reducing the negative impacts of climate change. It is therefore critical to continue promoting climate-smart practices while protecting the landscape to help build a more resilient ecosystem. She proposed solutions such as sustainable land management practices, reducing food losses from harvest to the retailer and reducing food waste.

Dr Simelton shared her experiences in implementing the climate-smart land-use concept. She developed a sustainable model of a multifunctional climate-smart landscape in Viet Nam and identified lead players whose roles are pivotal in carrying out climate-resilient strategies. She explained that CSA is a stepping-stone that acts as a bridge from environmentally harmful techniques and modifications that farmers rely on to sustainable practices that improve livelihoods and protect the environment. There is no one-size-fits-all solution in CSA because its framework demands that each solution be tailored to the needs of the local communities, the condition of the soil, weather conditions, etc. She also encouraged the participants to think beyond low carbon thinking and push for more inclusive and holistic approaches instead.

The ACLP leadership concept and individual LDP

Andre de Wit, the coach and facilitator of the ACLP programme, introduced the ACLP leadership model. He also pointed out that the ACLP's definition of leadership is not based on a context of hierarchy, but rather a set of personal skills that enable an individual to initiate and manage change.

Participants were introduced to a diagram of leadership dimensions, showing four distinct quadrants: the inner motivation (I); the system (It); the outer world (They) and the collective perspective (We). These leadership dimensions are important for a leader to initiate and facilitate complex change and to foster cooperation in the landscape and ecosystem context. The participants share their vision with other stakeholders after translating their inner motivation to make changes. Further, with systems thinking, participants must see a landscape subject within a system. They should also mobilise and engage people within the landscape, not only the stakeholders but also outsiders and external support.

After the participants learned about the four dimensions of leadership, they were taught how to integrate personal awareness in systemic change. The participants also learned about the importance of the LDP in clarifying the personal leadership skills required to implement climate-smart initiatives. The facilitators then continued with coaching activities based on the development plans.

Policy guidelines and institutional building of ASEAN

Photo 3 Mr Dian Sukmajaya (left) and Ms Imelda Bacudo (right).

Dr Dian Sukmajaya, a senior officer of the ASEAN Secretariat, shared important information on ASEAN policy processes and their outcomes on climate change across FAF sectors. He also laid out AMS's vision and goals through Vision and Strategic Plan for ASEAN Cooperation in Food, Agriculture and Forestry (2016–2025, including ensuring food security and safety, and increasing resilience towards climate change.

Mr Ronnakorn Triaganon, a senior strategic advisor representing RECOFTC, reiterated the important roles of various ASEAN bodies in achieving the shared goals. While recounting RECOFTC's experiences in assisting the compilation and implementation of ASEAN regional priorities and guidelines, Mr Triaganon noted the value of building climate resilience through community forestry and capacity development support of agroforestry in the region.

Similar points were shared by Imelda Bacudo, a technical expert representing ASEAN-CRN and the ASEAN Negotiation Group for Agriculture (ANGA). She highlighted the network's milestones in providing invaluable assistance towards producing two-volume guidelines on CSA and detailing best practices in the region.

Ronald Eberhard, representing the International Institute for Sustainable Development (IISD), echoed Ms Bacudo's points in stressing the urgency of sharing practical guidelines for climate-smart agriculture and shared his experiences of supporting the compilation and mainstreaming of ASEAN Guidelines on Promoting Responsible Investment in Food, Agriculture and Forestry (ASEAN RAI). He suggested that the guidelines be more impactful in addressing recent climate issues at the national level with the help of alignment policy tools, similar to the IISD and Grow Asia initiative to support the implementation of ASEAN RAI.

4.3 Summary of Module 2 – Observing the system closely

The second module ran from 6 to 9 September 2021. Concentrating on the theme of 'Observing the system closely', each session was centred on the practice of observing the systems from various perspectives within the context of land use and climate change.

The importance of cross-sectoral collaboration in enacting change was emphasised during the session. It brought together various viewpoints on mainstreaming climate-smart practices from the private sector, policy-makers, civil society organisations and local communities, including learning from experts whose practical experiences have inspired many people in the region. The module continued to develop the participants' competencies and commitment to promoting the implementation of climate-smart land-use practices under ASEAN policies and priorities.

Theory U and systems thinking

Systems thinking is a way of looking at an issue from a higher perspective and seeing how multiple elements are connected. It is an essential component in the leadership programme. It trains the participants to think of comprehensive solutions with greater impact across various areas relevant to land use.
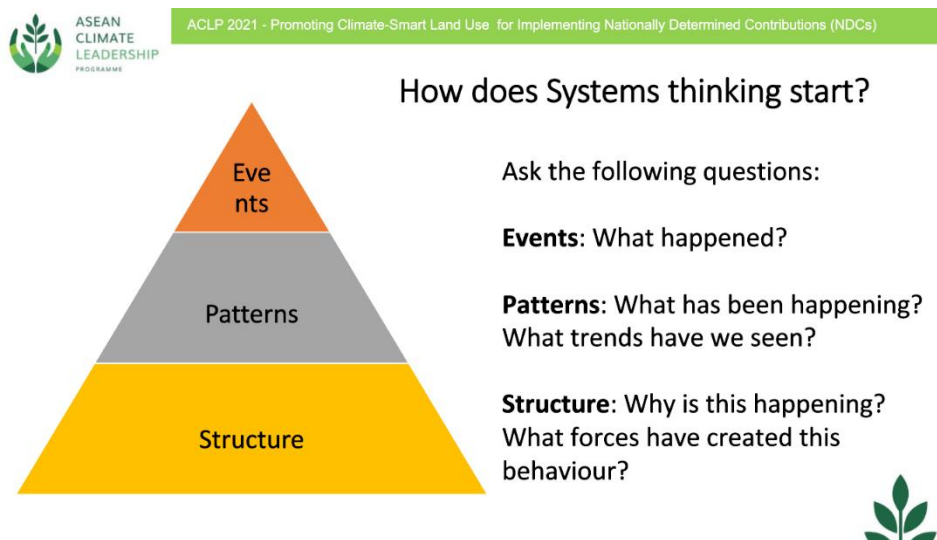
Figure 15 Systems thinking.

Theory U is a change management framework used as a core concept in the programme design of the ACLP. The framework focuses on the logic of how change can only be attained by understanding the internal condition of the individual tasked with generating the change. Therefore, the participants must know how they will connect their purpose and interests with the project they are about to undertake.

In Theory U, there are seven steps to help participants replicate the change process: downloading, seeing, sensing, presencing, crystallising, prototyping and performing. These steps were further divided into three major levels of commitment to change: open will, open heart and open mind. The ability to stay open-minded and listen carefully are essential if one expects to initiate and implement change. The use of empathy and a show of willingness to understand others' perspectives are also vital in helping change agents reconcile differences in opinion.

Giving and receiving feedback

The facilitator introduced situation, behaviour and impact (SBI) as an important tool in providing and receiving feedback from stakeholders. The participants learned the appropriate steps to take to provide feedback: describe the situation (time and place), explain the behaviour and the impact it has had on them.

When receiving feedback, there are also steps to be mindful of: be aware of emotions that arise when receiving feedback, listen to the feedback, take a deep breath and decide whether to ignore it or to start a new conversation.

The 3D sculpting and case clinics

Besides keeping a journal, a tool was introduced to the participants: 3D sculpting. This helps to elaborate and visualise the scope of the systems the participants need to deal with in their respective professional contexts. The tool uses various materials or objects to help create visual representations of the complex system within which the problem, the stakeholder, the process and the existing solution take place. It aims to look at the interaction between the different elements within the complex systems to gain contextual insights.

Photo 4 Example of 3D sculpting tool made by one of the participants.

In module 2, the participants started to gather themselves into a change project group depending on the commonality of their personal aspirations to create positive change through climate-smart practices. They were divided into groups based on their interests in five key regional priorities. Each group comprised of several people from various AMS, supported by coaches and mentors to help guide the formulation and development process.

In the change project groups, every participant created a narrative or case clinic to share their current, concrete, important and relevant aspirations and leadership challenges. They also brought their own climate-smart land-use experiences, challenges and concerns based on the realities of their work context into the narrative. As a case giver, all participants presented their case clinic and the team members had to listen carefully and help the case giver respond to an important and immediate leadership challenge in a better and more innovative way. The case clinic produced concrete and innovative ideas for how to respond to a pressing leadership challenge; a high level of trust and positive energy in the peer group; as well as increased mindfulness, awareness and listening skills.

After the case clinic had ended, they discussed the overall process, delved into the initial data collection, initiated one change project's theme and interviewed the relevant stakeholders. The change projects were guided by Theory U, which provided the method and tools for each participant's leadership journey. Working together as a group, the participants reflected on the climate-smart land-use challenges in their context, practised the leadership skills in addressing these challenges and formulated a set of lessons learned that would be useful to help promote change related to climate-smart land-use regional priorities.

Overview of five regional priorities

Dr Rex Victor O. Cruz, Professor and UP Scientist III, University of the Philippines Los Baños (UPLB) presented the importance of understanding the relevance between all five key priorities (thematic focus) and their change project. He reminded the participants that the highlighted regional priorities relevant to climate-smart land use are expected to be implemented on the ground. These implementations of the climate-smart concept should further increase productivity and income, build resilience, increase adaptive capacity and reduce greenhouse gas (GHG) across the region.

Dr Cruz also emphasised the focus on this particular approach throughout the ACLP due to its strategic ability to achieve more holistic, systemic and integrated solutions. To achieve this, there need to be major shifts in mindsets, skills and practices. Dr Cruz directed the participants to connect with their systems using 3D-sculpting tools. The exercise on mapping the systems also acted as a primer to introduce the five regional priority areas: climate-smart agriculture (CSA); agroforestry development; responsible investment; gender mainstreaming across the food, agriculture and forestry (FAF) sectors; and a public-private scheme to support technology development across FAF sectors.

The landscape approach and landscape-based land-use planning

Dr Cruz introduced the landscape-based approaches in addressing climate change. The landscape approach uses a framework to allocate multiple uses and management of the land, as well as to integrate policies and practices for inclusive growth. He explained that the key guiding principles of the landscape approach are holistic, inclusive, participatory, science-based and have multiple goals. Landscape-based land-use planning uses the land itself as the physical framework and basis for analysis in situational issues, allocation of uses and trade-offs between land allocation options.

Dr Cruz also shared a methodological framework to help participants bring the concept of the landscape approach alive during land-use planning. However, the presentation was not blind to the challenge that comes with this approach. Major changes and adjustments in coordination and collaboration need to be resolved as the approach deals with multiple stakeholders who have different priorities and perspectives.

There are numerous national and subnational governments that are slowly implementing the landscape approach, including those in South-East Asia. Many governments have begun to acknowledge and recognise the critical value of the landscape approach in increasing land productivity without negatively impacting the ecosystem. A number of intergovernmental bodies have also started conversations around the landscape approach, including the UN Convention on Biological Biodiversity (UNCBD), the United Nations Framework Convention on Climate Change (UNFCCC), the United Nations Convention to Combat Desertification (UNCCD), development banks and many other institutions who are looking to embrace the approach.
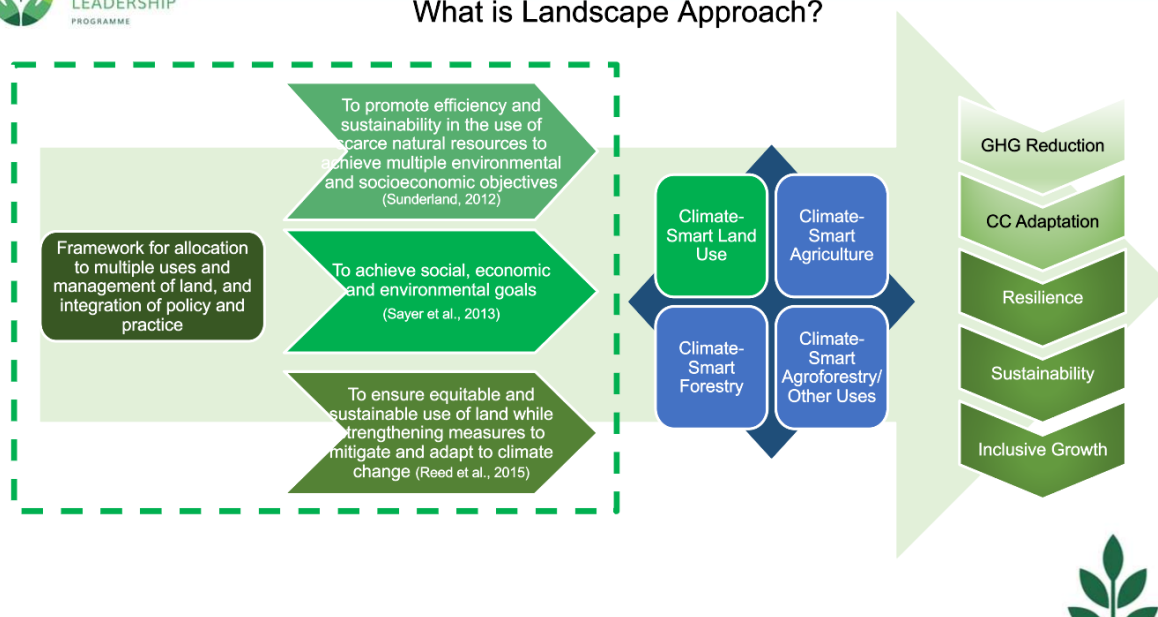
Figure 16 A landscape-based approach.

Insights from different perspectives: local policy-makers, NGOs, communities and the private sector

After a foundation in the landscape approach, the participants held several different discussions about the implementation of climate-smart practices in agriculture and forestry, including the challenges, with opinions from farmers, local governments, the private sector and civil society organisations.

Maria Soledad Preña, a representative of the local government unit (LGU) of Albay and Albert Gutierrez, formerly with the Municipal Planning Development Coordinator of the local government unit – La Libertad, Negros Oriental, shared their views on the implementation of the Conservation of Farming Village (CFV) programme in the Philippines. The CFV is a subnational government initiative focused on transforming traditional upland farming systems into sustainable upland production systems. The approach aims to build community resilience in order to adapt to potential upland erosion caused by climate-induced heavy rainfall and landslides. It uses a comprehensive strategy that improves human life through better livelihoods, agricultural productivity and environmental security.

During this session, Mr Gutierrez emphasised that the ability to influence, build trust and align the visions of all stakeholders are crucial elements in leadership. For instance, the farmers' lack of trust at the start of the CFV implementation programme was a major challenge. To gain confidence, Mr Gutierrez had to educate the farmers through training programmes and discussion forums to help them understand the programme's goal of improving their living standards.

The participants continued learning from communities in other parts of the region. Wilson John D. Barbon, representing the International Institute of Rural Reconstruction (IIRR), shared his experiences in developing climate-smart villages (CSVs), a platform for resilience-building in agriculture, food security and women empowerment in rural Myanmar. Chan Myae, the project coordinator, presented many community programmes, including the intercropping of high-value fruit seeds, such as

avocados, with other native species, preparing nutritional meals using local ingredients, facilitating animal vaccination and medication, and training programmes for farmers.

Mr Barbon shared his experience that farmers are less resistant to a programme if it is a continuation of an existing initiative. A leader has to respect the community's interests, challenges, customs and conditions when bringing new ideas. He also highlighted the importance of two items: 1) understanding the context of the village by observing the farmers' motivation and trying to adapt to the village's culture and local language, 2) co-creating and co-designing solutions with the local communities.

Photo 5 Allan Barcena (left) explaining the BINHI programme.

The programme also featured perspectives from the private sector. Allan Barcena, Assistant Vice President and Head of Corporate Social Responsibility at Energy Development and Cooperation (EDC) in the Philippines explained the BINHI nationwide greening programme. The programme protects, maintains and enhances forests to improve ecosystem resilience and keep the geothermal energy resources sustainable to support their business using native tree species. It focused on propagating 96 native tree species in the Philippines to restore forest cover and biodiversity resources. Capacity building, seedling production and nursery operations, not to mention facility maintenance, are only some of the programmes EDC have conducted over the years with the involvement of 86 farmers' associations.

Mr Barcena shared his passion for nature and the outdoors explaining that it gave him a sense of purpose and commitment to the BINHI programme. The happiness he felt when seeing things grow led him to be involved with the tree-planting and tree-growing programme. Working together with EDC, which shares Mr Barcena's advocacy, passion and commitment to take care of the forest and the community, motivated him to take active and aggressive steps to mitigate the impact of climate change in the Philippines.

4.4 Summary of Modules 3A and 3B – sensing and presencing

The third module was divided into two. Module 3A took place on 21–22 September 2021, concentrating on the theme 'Strengthening Personal Connection with the System'; and module 3B took place on 11–12 October 2021, focusing on the theme 'Collaborating with Others on Prototyping'. All sessions in module 3 were centred on the practice of Theory U within the context of the change project, promoting the implementation of climate-friendly and resilient land-use practices guided by ASEAN policies and priorities.

Module 3A underlined the importance of building relationships with stakeholders to enact change, using the landscape-based approach as the only way to reduce GHG emissions. The programme

aimed to help the participants use the necessary skills to conduct a sensing journey, experience the organisation, challenge and system through the lens of different stakeholders by listening to stakeholder mindsets, personal challenges and existing practices in the field, before focusing on a solution to a particular problem.

Module 3B underlined the prototyping practices, translating a concept into an experimental action model. In Theory U, prototyping allows an individual or a group to explore the future after establishing a connection with the source (presencing) and clarifying a sense of the future they want to emerge (crystallising). Through active observations and engaging discussions in each session, the participants and the speakers acquired new insights into bringing climate-smart land-use concepts closer to the planning and management stages.

Introduction to the sensing, presencing and prototyping journeys

In this module, the participants learned to familiarise themselves with Theory U and put it into practice. They simulated the theory by going through the journey themselves. In module 3A, the facilitator introduced the sensing journey. The key point was the importance of listening and observing the system closely. The participants learned to hold back their judgement and cynicism while talking with the stakeholders. They also learned to observe how relationships and interactions occur with the people they are interviewing in the sensing journey.

Figure 17 Concept and steps in the sensing journey.

The sensing journey is a way of experiencing the system through the lens of different stakeholders. It can take the format of field visits, shadowing or an interview. In module 3B, due to COVID-19 limits on meeting in person, the participants undertook the sensing journey by interviewing stakeholders on virtual platforms. Before the sensing journey was conducted, the participants had to pick one or two stakeholders to invite to give them more insight on their change project topic. One of the stakeholders could be a mentor or a technical expert on the topic. The participants also had to develop a good interview process by deciding each participant's role during the interview, identifying the objective and formulating the question.

The interview was designed to help the participants improve their awareness of a system's various aspects, including hearing from marginalised groups. It also improved their understanding of the stakeholders' needs and perspectives resulting in better prototype concepts. After gaining a better

understanding of the issue from the stakeholders, the participants learned about presencing and prototyping in module 3B.

In presencing, the participants learned to connect with their source of inspiration or wishes, while viewing the potential of what the system can achieve. They could go to a place of silence and allow their inner knowing to emerge. The participants also went through a process of 'letting-go' of everything that is not essential and, at the same time, opening themselves up to new aspects of their highest possible future self ('letting-come').

The next stage involved brainstorming ideas while clarifying the prototype's intention. The participants learned to prototype an agreed area of action based on the feedback generated by the empathic and generative conversations with the relevant stakeholders. The final prototype could be in the format of lessons learned in the current practice, actionable plans or a completely new area of activities that is useful in promoting change related to climate-smart land-use regional priorities.

Stakeholder engagement

To be able to address complex issues in social, institutional and environmental areas, the participants must build a trusting relationship with the stakeholders. Cristopher Lomboy at Rare explained that long-term interactions with the stakeholders can be built using comprehensive and coherent sets of strategies. To sustain the engagement, the participants should consider presenting and communicating ideas with consideration given to diverse expectations and ways of fulfilling them proposed by different groups of stakeholders.

The participants could also use six behavioural levers as a tool to help influence and reinforce change: information to achieve plausible deniability; rules and regulations to change behaviour; social influencers to create actual social proof; choice architecture to create a structure of the context, timing and presentation of options to influence a decision; material incentives to make it easy for people to engage in the project and an emotional appeal to engage stakeholders in the projects.

Photo 6 Cristopher Lomboy (top right) talking about stakeholder engagement.

Mr Lomboy also touched on his experience in private-sector engagement during the programmes he initiated. He learned to listen to corporate interests, understand where they were coming from and evaluate whether the exchanges benefitted the affected communities.

Climate-smart forestry and agriculture

Dr Cruz reminded the participants to stop neglecting the role of the landscape approach and to maximise its climate mitigation and adaptation potential. He described how forests can either sustain or impair the function of agriculture and urban areas. For instance, a healthy forest supplies clean water and creates the biodiversity necessary for soil fertility and productivity. The low risk of soil erosion and abundant clean water from forests can create a safe, secure and healthy urban area. On the other hand, any destruction in a landscape affects its overall condition. Rising sea levels or tidal floods in urban areas create a demand to expand and relocate the uninhabitable areas to upland areas leading to a high risk of biodiversity loss, an increase in soil erosion, GHG emissions, etc. Landscape forest restoration needs to happen in tandem with climate-smart agriculture in order to reduce GHG. Dr Cruz said the reduction of GHG emissions in the forestry/agricultural sectors does not happen by itself. The landscape approach is the only way of maximising the reduction of GHG.
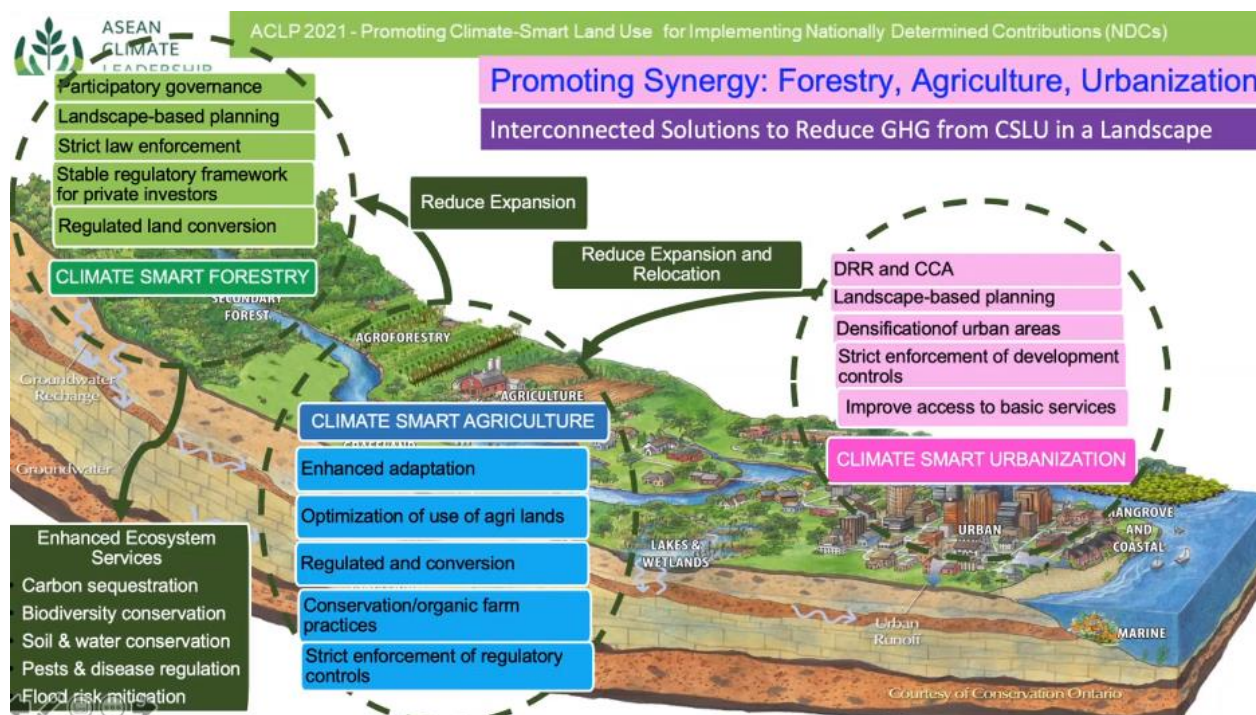
Figure 18 Interconnected solutions to reduce GHG in a landscape.

Launching a successful initiative: ANGA

The participants learned to recognise a successful initiative that is relevant, right, revolutionary and rationally effective for the South-East Asia region. On behalf of the Department of Agriculture in Thailand, Dr Margaret Yoovatana, chair of ASEAN-CRN, presented the network's successful initiative by establishing the ASEAN Negotiating Group on Agriculture (ANGA). The formation of ANGA contributes directly to the ASEAN Food and Agriculture (FAF) Strategic Plan 2025. ANGA continues to shape ASEAN's joint position on agriculture in international negotiations under the UNFCCC.

Photo 7 Margaret Yoovatana (left) and Andre de Wit (right).

Last year, ANGA submitted a multi-country proposal to the Green Climate Fund (GCF) from the South-East Asia region. The proposal concerned a readiness fund and enhanced investment in agriculture. ANGA was able to submit its proposal through the Food and Agriculture Organization of the United Nations (FAO), which is now in the fine-tuning stage. Collaboration with all sectoral players and political support made this submission happen.

4.5 Summary of Module 4 – Coming home, continuing the journey

Photo 8 Dr Pedrics Orencio (left) and Muhammad Hariz (right).

Module 4 took place on 25–28 October 2021, under the theme 'Coming home, continuing the journey'. All the sessions in module 4 centred on the subgroup final change project presentations while reminding the participants of the programme's core values and thematic area. Although this was the last module of the ACLP programme, the participants could continue to use all the leadership skills and knowledge updates they acquired during the programme to promote any implementation of climate-smart land-use practices back in their respective home institution.

Leadership of the future

The facilitator completed the leadership journey by explaining behavioural change through the analogy of 'the elephant and the rider'. A leader can better motivate and lead by understanding how the 'elephant', or the emotional side, and the 'rider', or the rational side, of an individual's mind work. The rider must appeal to the elephant's motivations on an emotional level, and the elephant also needs a well-directed rider who can see the 'bright spots' and shape a clear and easy pathway. He also explained that a leader cannot escape the current reality that the world is full of volatility, uncertainty, complexity and ambiguity (VUCA). To lead in the VUCA world, participants need a vision, understanding, willingness to connect and agile qualities.

Regional cooperation and implementation strategy for CSA

Dr Pedrics Orencio of SEARCA reminded the ACLP participants of ASEAN's policy context and institutional arrangement. The participants also learned about the ongoing attempt to compile an implementation strategy to promote regional ASEAN guidelines on climate-smart agriculture. The speaker from the Malaysian Agricultural Research and Development Institute (MARDI) was one of the alumni of the ACLP 2020. Dr Orencio presented ASEAN's regional policy and institutional arrangements. He cited a case of promoting CSA in the South-East Asia region. He observed the growth of policies and technical intervention in agriculture to integrate climate change in the region. Since the CSA concept launched in 2010, many non-state players and countries have implemented policies and are promoting CSA to ensure sustainable development and food security in the face of climate change. Turning points that drove CSA uptake include the Agenda 2030 for Sustainable Development.

At ASEAN level, significant strides in adapting CSA are expanding towards a more holistic use of land in various contexts. The ASEAN Cooperation in Food, Agriculture and Forestry (FAF) division developed a set of key performance indicators to monitor the progress of agreed outputs and outcomes under its Strategic Thrust 4, aiming to increase resilience to climate change.

Dr Orencio also spoke about how adopting CSA can be a benefit for NDCs. In his presentation, he said the gross development product (GDP) share of agriculture is declining because of a lack of progress in the FAF sector. Meanwhile, the greenhouse gas (GHG) contribution of agriculture has

been falling because agriculture's economic importance has also declined. He said the adjusted net saving adopts a broad concept of capital stock to account for many things, for instance, depleted expenses or damaged ecosystem services.

In the same session, Muhammad Hariz spoke about initiatives towards regional cooperation on CSA proposed by Malaysia. Malaysia was host of the 6th ASEAN-CRN and the 15th ATWGARD meeting this year. The Malaysian Agricultural Research and Development Institute (MARDI) has also served as the proponent of the upcoming CSA guidelines Volume III. The expected output is a provision of the CSA implementation strategy based on existing good practices in the region.

4.6 Change project

The ACLP participants presented their change projects and the process involved in developing them to their peers, coaches and mentors. This section will provide a summary of the five change projects presented.

Group A: Integrating Efforts to Achieve Multiple Goals in Public-Private Partnerships for Technology Development in FAF Sectors and Gender Mainstreaming

Topic: Integrating Efforts to Achieve Multiple Goals in Public-Private Partnerships for Technology Development in FAF Sectors and Gender Mainstreaming

Summary

Gender mainstreaming in the FAF sectors involves the integration of a gender perspective in the preparation, design, implementation, monitoring and evaluation of regulations and measures to empower all stakeholders inclusively to manage and benefit from the FAF sectors. Innovation, knowledge and technology development are also crucial for providing holistic solutions. It is important to leverage private-sector investment in technology development in the FAF sectors through public-private partnerships (PPP).

This group combined the two overarching topics and proposed a change project that targets a set of lessons in integrating efforts to achieve multiple goals in gender mainstreaming and PPP promotion. The change project has three objectives: identify entry points for facilitating a common understanding to motivate and inspire collaboration in the context of PPP and gender mainstreaming in the FAF sectors; describe the role of various stakeholders in delivering collective action; and identify and test lessons in the context of agriculture.

Subgroup coaches

Mr Andre de Wit (LAA)
Ms Heike Pratsch (GIZ)

Mentors: Dr Thelma Paris (IRRI)

Team members

- Mr Thai Van Tinth (Viet Nam)
- Ms Ysabel Anne Lee (the Philippines)

Insights from the process

The group combined two very different topics with their learning in the ACLP. They went through Theory U to pull ideas together and reflect, internalise, listen and conceptualise them based on their own experiences. The process of implementing Theory U helped the team to identify the project's motivations and interests. Seeing different people's perspectives and contexts helped to improve their work. They also learned to build on the ideas of others in order to target more specific issues.

Summary of the change project

The group consisted of two change projects: conducting a pilot weather index-based insurance for rice in the Mekong Delta region, and identifying strategic entry points to mainstreaming gender in the national adaptation plans for agriculture. In the end, the group decided to merge the common sets of lessons learned, as seen in Figure 19.

WHAT WE LEARNED	HOW WE CAN APPLY	ASEAN GUIDELINES
Strategically align activities with private sector vision/goals to expand spaces & opportunities to achieve larger goals (e.g., NDCs)	Minimize challenges on how people can participate in conversations through safe spaces, applications, technologies	Ensures that participation of stakeholder groups (including women) are included
Contextualization of issues to experiences are important in bringing communities into the conversation - whether in communities and policy makers	Bottom-up approaches in understanding issues; involving stakeholders in the project design Highlight "what's in it for me/us?"	Looks at enabling factors in policy environment - whether assessing incentives and markets, or bringing new voices to the table
Make process of conceptualization (programs, projects, activities) transparent, comfortable for all stakeholders	Championing for iterativity in implementation and finding spaces for integration among and within projects	Removing bottlenecks for stakeholders and markets, opening information-sharing platforms across all stakeholders
Trust building to agree on co-benefits of the project	Identify potential contributions based on possible benefits to stakeholders	Recognizing/documenting important role of various stakeholders and sectors in reaching collective goals

Figure 19 The set of lessons learned, the implementation and correlation to the ASEAN guidelines.

The change project aims to identify entry points for facilitating a common understanding in order to motivate and inspire collaboration in PPP and gender mainstreaming, describe the role of various stakeholders in delivering collective actions and recognise ways to apply and test lessons in the context of agriculture.

The participants learned four points from the sensing journey and applied them in the change project. First, private sectors, such as insurance companies, play a significant role in providing farmers with insurance products. In Viet Nam, supporting policy turned agricultural insurance into a social security policy, targeting poor farmers only. Meanwhile, the state did not create the necessary infrastructure for insurance development, such as databases, information guidelines and assessment systems. The group proposed to change the policy environment, including investment incentives to attract the application of agricultural insurance.

Second, before designing a project, it is essential to have a clear approach on how the project is conducted by understanding the policy environment and social economics in the cultural context of commonality at the ground level. Based on Group A observations, it is the women in Viet Nam and the Philippines who decide to buy insurance for families and businesses. This is a good example of an entry point to integrate gender mainstreaming into the agricultural insurance design, where women are included in the decision-making.

Third, a bottom-up approach between stakeholders and the market is necessary to engage more people. The approach also allows the correct information to be shared, answering many potential customers' questions and doubts. Fourth, the government and private sectors in Viet Nam do not share the same intentions. The government is interested in making agricultural insurance a social policy, but the private sectors focus on maximising profit. Because trust-building among stakeholders is critical to making the initiative successful, the group aims to achieve this by bringing the two parties together to learn and clarify critical aspects of the initiative.

The group recognised that ASEAN guidelines could set the standards at the policy level in the region. However, to be applicable on the ground, more consideration must be given during the implementation of the guidelines following the contexts and policy arrangements.

Photo 9 Group A facilitator (left above and below), member (right above) and mentor (right below)

Group B: Enhancing Farmer Resilience to Climate Change through Climate-Smart Agriculture

Topic: Enhancing Farmer Resilience to Climate Change through Climate-Smart Agriculture

Summary

The group project targeted smallholder farming families impacted by climate change because of extreme weather. They proposed using a multistress variety of rice with a water management approach and diversifying farming products to increase production and ensure more income. The group advised water management by using Alternate Wetting and Drying (AWD).

Subgroup coaches: Ms Rejani Kunjappan (RECOFTC)

Mentors: Dr Romeo V Labios, PhD (SEARCA)

Team members

- Mr Shwe Win Lin (Viet Nam)
- Ms Ni Tint (Myanmar)
- Mr Tan Chantara (Cambodia)
- Ms Mary Jane Alcedo (the Philippines)
- Ms Duanngporn Vithoonjit (Thailand)

Insights from the process

Group B said listening skills during the sensing journey helped them conceptualise an idea from different case clinics. Active listening also helped them understand the farmers' needs and accommodate them in the design of the initiative. They observed that close coordination with LGUs and other stakeholders would enhance the resilience of farmers through CSA technology.

Summary of the change project

Group B targeted smallholder farming families who are impacted by climate change because of extreme weather. These families experienced problems due to different levels of resilience. There needs to be a transformational change in CSA practices to make smallholder farmers adapt and enhance resilience to climate change.

In response to ASEAN Guidelines on the Promotion of CSA Practices, Group B proposed using a multistress variety of rice, combined with a water management approach and diversifying farming products to increase production and ensure more income than through monocropping. For example, in Cambodia, the Agricultural Institute of Research has produced many stress-tolerant varieties that can be applied in other countries, depending on soil or climate conditions. The group also advised water management by using Alternate Wetting and Drying (AWD) to reduce rice production water by 16-35 per cent without decreasing grain yield. AWD can cut the methane (CH_4) emissions of paddy fields by 30-48 per cent.

The project implementation will be conducted using the steps shown in Figure 20.

DEFINE BASED ON THEORY U FRAMEWORK

- Conduct Meeting and explain
- Discussion the action plan, input, benefit, impact (observe, thinking, listening ideas of farmer)
- Get feedback from farmer
  Testing with result base (planned vision/goal/change, want to see)
- Disseminate and promote CSA technology to others
- Transfer of CSA technology for change
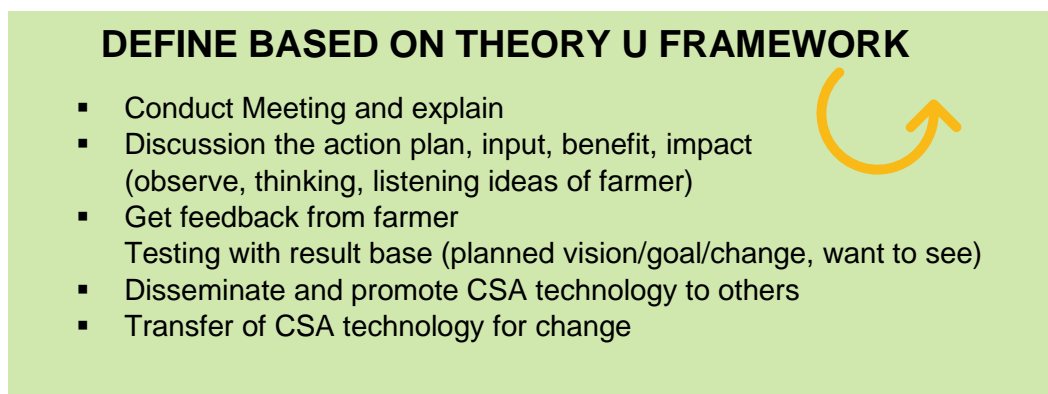
Figure 20 Implementation steps connecting the Theory U framework to the change project.

The farmer-to-farmer extension system can be used to disseminate CSA technology. If they see successful examples from other farmers, farmers are more interested in quickly learning the rationale behind a changing approach and technology. Group B also encouraged the community's involvement in promoting CSA by testing, developing and subsequently adopting appropriate CSA practices. A platform must be provided for multistakeholder participation and collaborative work in targeted areas to promote CSA practices.

Photo 11 Group B's member (right) and mentor (left).

Photo 10 Group C members, coach, mentor and facilitator.

Group C: The Promotion of ASEAN Guidelines on Promoting Responsible Investment in Food, Agriculture and Forestry (ASEAN RAI)

Topic: The Promotion of ASEAN Guidelines on Promoting Responsible Investment in Food, Agriculture and Forestry (ASEAN RAI)

Summary

The ASEAN Guidelines on Responsible Investment (ASEAN RAI) aim to promote investment in FAF that contributes to regional economic development, food and nutrition security, food safety and equitable benefits, and the sustainable use of natural resources. Group C decided to encourage economic transformation by widening private-sector engagement on RAI to pursue more development-oriented engagement processes. Also, they aim to make country initiatives more relevant and encourage the private sector to invest more in agriculture, increasing income but equally improving in other areas such as the environment, women or youth in the Philippines.

The group proposed two major activities in their project. First, to engage with the government in question to endorse the policy and encourage more in the private sector and LGUs to adopt it. Second, to establish the ASEAN RAI Champions' Network as a community of practice to maintain conversations around adaptation of ASEAN RAI and to complement different organisations' current efforts.

The project received support from the Department of Agriculture–Bureau of Agricultural Research in promoting ASEAN RAI within and beyond the government and obtained the initial confirmation of Grow ASIA-PSSA to be the host organisation of the change project with support from the respective organisations of the group members.

Subgroup coaches: Ms Nova A Ramos (SEARCA)

Mentors: Ms Erin Sweeney (Grow Asia)

Team members

Mr Veejay Calutan (the Philippines)
Ms Luchie Almagro-Blanco (the Philippines)
Ms Kenneth Tabliga (the Philippines)
Mr Amiel Parducho (the Philippines)

Insights from the process

Group C had a common goal to promote ASEAN RAI in the Philippines, based on case clinics, 3D sculpting and the leadership development programme. They connected four experiences and insights in the sensing journey and assembled feedback from stakeholders to fine-tune their change project. The group discussion on the change project helped the team leverage networks, convert gaps into opportunities and have healthy and respectful conversations among its members.

Summary of the change project

Recognising the contributions of the private sector to overall economic development, Group C decided to address widening private-sector engagement on RAI to pursue more development-oriented engagement processes. The group also planned to make country initiatives more relevant and encourage the private sector to invest more in agriculture, increasing income but equally improving in other areas, such as the environment, women or youth in the Philippines.

The change project envisions the private and public sectors as ASEAN RAI champions through multisectoral collaboration towards sustainable development of the FAF sector in the Philippines. To attain this vision, it targets mainstreaming and facilitates the adoption of AGRAI through multisectoral collaboration. The group also aimed to raise the private sector and government's awareness of AGRAI by developing a community of practice, pursuing a policy agenda and documenting key learning processes relevant to AGRAI promotion and implementation.

The project's first proposed activity was engagement with the government in question to endorse the policy and encourage more in the private sector and LGUs to adopt it. As a strategy, this engagement is accompanied by the ASEAN RAI Alignment Assessment tool. The group also planned to conduct coordination meetings with Department of Agriculture units and initiate a draft national policy.

Group C also encouraged establishing the ASEAN RAI Champions' Network as a community of practice as its second major activity. The network is a platform to engage stakeholders to maintain the conversation around ASEAN RAI, towards adopting the network and complementing the work of other organisations. This way, the ASEAN RAI Champions' Network can address issues around food security and climate change using multisectoral approaches. These strategies can also be replicated in other AMS.

Group C realised that the network's official endorsement would validate the project even more. Hence, as with the first activity, it needed to secure support from the Department of Agriculture–Bureau of Agricultural Research in promoting ASEAN RAI within and beyond the government. The first step was by obtaining the initial confirmation for Grow ASIA-PSSA to be the host organisation of this change project.

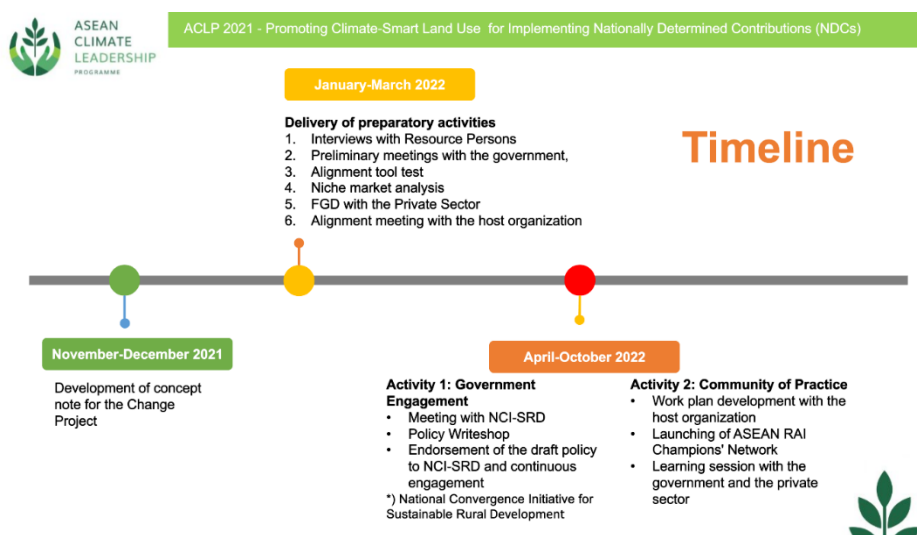The change project plotted a timeline as shown below:

Figure 21 Group C's change project timeline.

Group D Presentation: Sustainable Market-based Agroforestry System – SMART

Topic: Sustainable Market-based Agroforestry System – SMART

Summary

Agroforestry plays a significant role in supporting forest landscape restoration and filling the livelihood gaps which can occur in the short term during natural regeneration or the restoration of forest land. For maximum benefit, however, agroforestry practitioners should pay attention to the existing communities' knowledge and practices, in combination with market demand and concrete environmental impacts in the field. The group translated the ASEAN Guidelines of Agroforestry Development on the ground by creating a business process following existing demand from the market to ensure the sustenance of the project. This compilation of business processes can assist any agroforestry project in having a beneficial role with respect to economic, environmental and social impact.

The sustainable market-based agroforestry system (SMART) is projected to be a solution for communities living in and around forests, enabling them to make more profit while avoiding deforestation with equitable benefit-sharing of the converted land use. SMART also encourages the consideration of local and indigenous knowledge when formulating the project design.

Subgroup coaches: Ms Zahra Mutiara (GIZ)

Mentors: Mr Ronnakorn (RECOFTC)

Team members

Ms Chatnapa Kormarwut (Cambodia)

Ms Endah Riana (Indonesia)

Mr Kyaw Ko Lu

Ms Thuy Thi Tran (Thailand)

Insights from the process

Group D built their common intent after listening to each other in the case clinic. The group observed agroforestry from a wider perspective by mixing all the technical components, success stories and initiatives from the speakers and the review of the guidelines. Through a sensing journey, they received feedback on their ideas from a stakeholder, represented by an agroforestry farmer from Indonesia. They also listened to themselves and the group through reflection and continued to clarify the prototype's intention. Mr Ronnakorn's input helped them to improve the project.

Summary of the change project

Agroforestry is increasingly seen as a strategic intervention to build resilience to climate change and improve the livelihoods of farming communities. It has also been widely applied as a successful approach in community forestry due to its potential to maximise economic and environmental benefits, including those of smallholders. However, Group D spotted three main concerns that currently occur in agroforestry implementation in the region. From an economic perspective, the forest community earns less profit than the economic cost. Minimum attention is given to the environmental impact on the agroforestry system, such as better soil fertility or water retention levels, which lead to

environmental concerns. Also, short-term community interest and engagement, and agroforestry design, rarely consider the inclusivity of existing local and indigenous knowledge as social concerns.

To respond to these concerns, Group D proposed a sustainable market-based agroforestry system (SMART). The outcome of this change project is a business process to assist any agroforestry project in AMS to consider the ecosystem potential, community interest and skills; identify market demands and existing local practices and knowledge. For the detailed strategy, see Figure 22.
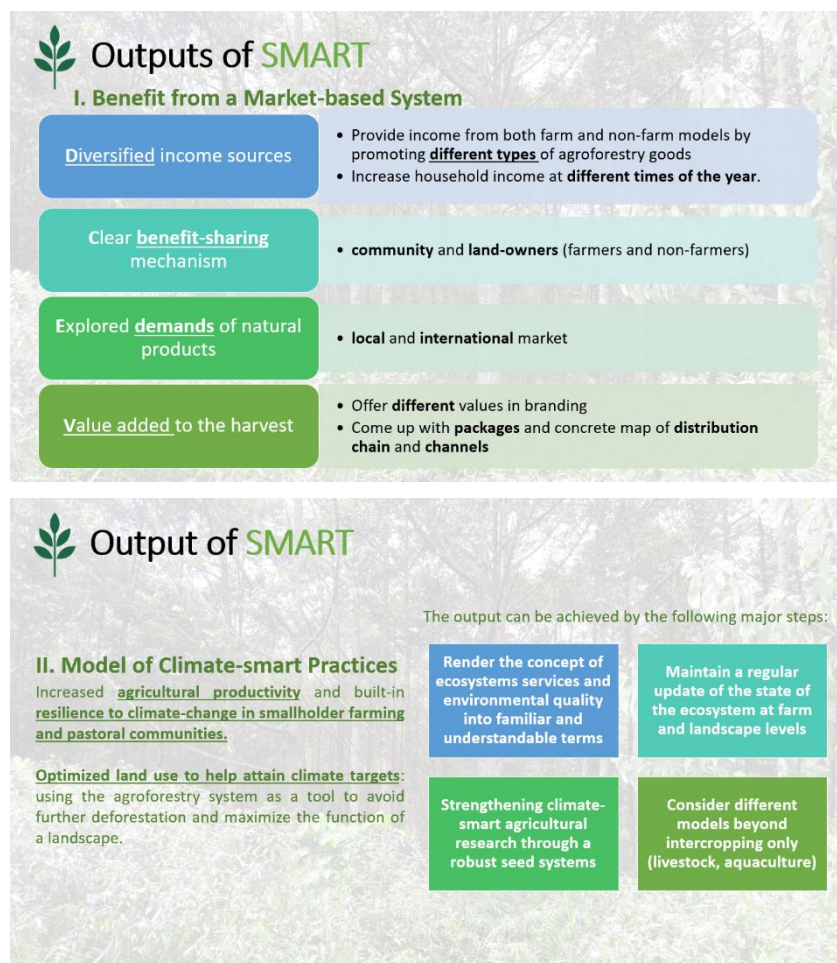
Figure 22 The output of SMART.

The business model of the project was plotted with a 12–18 month planning and designing stage, followed by 24 months of implementing the agreed model and managing the whole agroforestry area, and then continuous participatory monitoring to evaluate SMART's social, environmental and economic impact.

Photo 12 Group D members, coach, mentor and facilitator

Group E: Climate-Smart Agriculture village in Pos Mensun, Cameron Highlands, Malaysia

Topic: Climate-Smart Agriculture Village in the Cameron Highlands

Summary

The group selected the Pos Mensun village in the Cameron Highlands as a project site for prototyping. The village is threatened by climate change because its traditional agricultural practices are weather-dependent. They do not have a systematic irrigation system, are reliant on river water and most of the villagers are threatened by floods.

The change project envisions a CSA village in Pos Mensun. It aims to create awareness of CSA practices based on crops that are suitable to the Cameron Highlands. It also seeks to enhance farm productivity among Orang Asli, the indigenous people in the Highlands. The group has already secured grant funding to start the project.

Subgroup coaches: Ms Rosario B Bantayan (SEARCA)

Mentors: Dr Bui Le Vinh (CIAT)

Team members

Mr Reynaldo Camomanes (the Philippines)

Ms Marilyn Santiago (the Philippines)

Ms Yu Yu Min (Myanmar)

Ms Rozimah Muhamad Rasdi (Malaysia)

Ms Siti Norhairose (Malaysia)

Insights from the process

Group E explained that Theory U is important to CSA because this leadership framework applies to complex problems such as climate change. It was challenging for them to set a common goal for the change project. However, they decided to develop a conceptual framework based on prioritisation and actual application, a climate-smart agriculture village in Cameron Highlands.

Summary of the change project

Orang Asli are the primeval inhabitants of the forest in the Pos Mensun village in the Cameron Highlands, Malaysia. They are threatened by climate change because their traditional agricultural practices are weather-dependent. They also do not have a systematic irrigation system, are reliant on river water and most of their villagers are threatened by floods. To overcome these challenges, Group E proposed establishing a CSA village in Pos Mensun. They aim to raise awareness among the Orang Asli and encourage them to practice CSA based on suitable crops to be identified, thus enhancing farm productivity among the indigenous people in the Cameron Highlands. The activities and steps can be seen in Figure 23.

Group E's change project has already secured grant funding. For the next step, they plan to seek endorsement from MARDI and engage other agencies such as the Department of Indigenous People and the Department of Orang Asli Development.

Photo 13 Group E members, mentor and facilitator.

Figure 23 Three main activities and steps that will be applied in the CSA village in the Cameron Highlands.

The ACLP closing and virtual ceremony

Dr Glenn B Gregorio, Director of SEARCA, and Martin Hansen, Country Director for Indonesia and Timor-Leste of Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH closed ACLP 2021 by congratulating the participants in a virtual closing ceremony. Both Mr Hansen and Dr Gregorio expressed hope that the ACLP alumni will think and act in a more holistic, inclusive and interdisciplinary manner to face the challenges related to climate change, food security, degradation of natural resources and the COVID-19 pandemic. They also appreciated the cross-country, cross-institution and cross-sectoral engagement and collaboration to showcase the ASEAN spirit despite the pandemic.

Dr Gregorio explained SEARCA's commitment to combat climate change by the overarching team focused on Accelerating Transformation Through Agricultural Innovation (ATTAIN) as part of a five-year plan. This also contributes to Sustainable Development Goal (SDG) 13, which takes climate action by enhancing agricultural and rural development towards climate resilience. Mr Hansen also spoke about how the German Government has been a long-standing trusted partner of ASEAN and its member states in international cooperation on sustainable development. GIZ has been assisting ASEAN in addressing the challenges caused by climate change for more than a decade. Finally, the participants of ACLP 2021 had a virtual ceremony to award 20 leaders from seven ASEAN member states with certificates. The organisers also provided an outlook on the next steps related to maintaining the network, such as the alumni network, and the main communication channels and activities.

Photo 14 Dr Glenn B Gregorio (left) and Martin Hansen (right) delivered closing remarks during the ACLP virtual closing ceremony on 28 October 2021.

Chapter 5 - Lessons learned and evaluation

While the programme successfully brought together the selected participants from seven ASEAN member states with diverse professional backgrounds on a virtual learning platform, there were problems and opportunities in the programme's design and organisation.

Virtual learning mode

Due to the COVID-19 pandemic, ACLP 2021 still relied heavily on a virtual format. The advantages of a virtual learning mode included greater economic and environmental efficiency. It also allowed some stakeholders to participate who might not have been able to join in-person meetings. However, the virtual learning mode limited opportunities for interaction and networking between facilitators, organisers, resource speakers and participants. The facilitators, organisers, coaches and mentors involved in the programme must provide strong support in order to form a sense of community and establish positive group dynamics. Some change project groups succeeded in creating a professional network and friendships on a personal level. Virtual learning relies on internet connections and gadgets. Some participants experienced technical challenges, such as slow internet connections, and cameras or microphones not working.

Time difference

Another factor that the organisers and facilitators had to address was implementing the ACLP in different time zones across South-East Asia. The organisers anticipated the time differences by sending the participants calendar invites that could be synchronised with their calendars based on the local time zone. The organisers and facilitators attempted to accommodate time slots for meals and prayers. However, compromises had to be made, and not all interests could always be considered.

Lessons learned

In every module, participants were asked to give feedback to the organiser. This feedback is important to consider for the next ACLP.

Technical topics. Some topics were new and challenging for the participants because they were beyond their job scope in the organisation. Due to the limited time allocated, the organiser needs to provide technical reading materials from the resource person in advance.

Time allocation. Due to the programme's virtual format, some participants suggested only using half of the day and instead extending the number of days for each module.

Virtual learning platform. Some participants were still not familiar with Microsoft Teams. It took time for them to find specific PowerPoint presentations or reading materials. They also had a problem going to the change project's group when automatically moved there by the organiser, or the link provided did not work. The organiser offered comprehensive technical support by giving a tutorial to familiarise everyone with Microsoft Teams or providing a link to a certain file not only at the start of the programme, but throughout it as well.

Way forward

The CSLU project, which supports this programme, will end in a few weeks, yet the engagement for climate change mitigation, adaptation and food security does not. Several projects funded by the German Government and implemented by GIZ will continue to promote these objectives. GIZ will further support the work of ASEAN-CRN, which is strongly connected to this programme, and will continue exchanges among the ACLP alumni.

The ACLP alumni can keep in touch through the main communication channels: the microsite, http://www.aseanclimateleadership.org/ and Facebook group. They can get information about the ACLP, continue their leadership journey and exchange relevant events or information on these platforms. Alumni network activities have also taken place among the first group of alumni. These initiatives came from the alumni themselves.

ANNEXES

Annex 1 - List of change projects

Topic: Integrating Efforts to Achieve Multiple Goals in Public-Private Partnerships for Technology Development in FAF Sectors and Gender Mainstreaming

Subgroup coaches
- Mr Andre de Wit (LAA)
- Ms Heike Pratsch (GIZ)

Mentors: Dr Thelma Paris (IRRI)

Team members
- Mr Thai Van Tinth (Viet Nam)
- Ms Ysabel Anne Lee (the Philippines)

Topic: Enhancing Farmer Resilience to Climate Change through Climate-Smart Agriculture

Subgroup coaches: Ms Rejani Kunjappan (RECOFTC)

Mentors: Dr Romeo V Labios, PhD (SEARCA)

Team members
- Mr Shwe Win Lin (Viet Nam)
- Ms Ni Ni Tint (Myanmar)
- Mr Tan Chantara (Cambodia)
- Ms Mary Jane Alcedo (the Philippines)
- Ms Duanngporn Vithoonjit (Thailand)

Topic: The Promotion of ASEAN Guidelines on Promoting Responsible Investment in Food, Agriculture and Forestry (ASEAN RAI)

Subgroup coaches: Ms Nova A Ramos (SEARCA)

Mentors: Ms Erin Sweeney (Grow Asia)

Team members
- Mr Veejay Calutan (the Philippines)
- Ms Luchie Almagro-Blanco (the Philippines)
- Ms Kenneth Tabliga (the Philippines)
- Mr Amiel Parducho (the Philippines)

Topic: Sustainable Market-based Agroforestry System – SMART

Subgroup coaches: Ms Zahra Mutiara (GIZ)

Mentors: Mr Ronnakorn (RECOFTC)

Team members
- Ms Chatnapa Kormarwut (Cambodia)
- Ms Endah Riana (Indonesia)
- Mr Kyaw Ko Lu
- Ms Thuy Thi Tran (Thailand)

Topic: Climate-Smart Agriculture Village in the Cameron Highlands

Subgroup coaches: Ms Rosario B Bantayan (SEARCA)

Mentors: Dr Bui Le Vinh (CIAT)

Team members

- Mr Reynaldo Camomanes (the Philippines)
- Ms Marilyn Santiago (the Philippines)
- Ms Yu Yu Min (Myanmar)
- Ms Rozimah Muhamad Rasdi (Malaysia)
- Ms Siti Norhairose (Malaysia)

Annex 2 - Organising team

Organisers:

The Climate-Smart Land Use in ASEAN (CSLU) project funded by the German Federal Ministry for Economic Cooperation and Development (BMZ) and implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

The Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA)

Coordinator: Ms Zahra Mutiara (GIZ)

Facilitators:

Mr Andre de Wit (LAA)
Ms Rejani Kunjappan (RECOFTC)

IT team:

Coordinator: Ms Shofi Fauziyyah (GIZ)

Team:

Ms Alicia D Revilla
Mr Eduardo D Rodriguez Jr
Mr John Kenneth G Abella
Mr Renz B Tabadero

Reporting: B/NDL Studios

Communication and layout: Ms Diella Dachlan

Annex 2 - Agenda Modules 1–4

Module 1

BKK time	Main topic	Objective	Who
Wednesday 18th August Module 1 day 1: Introduction to the ACLP programme			
13:00–13:30	**Opening** - Welcome remarks by the Chair of ASEAN-CRN - Introduction to the ACLP from GIZ and SEARCA	By the end of the session, the participants will be able to: – understand the big picture behind the ACLP programme from a regional and institutional perspective.	Department of Agriculture, Thailand Zahra GIZ Dr Nova SEARCA
13:30–14:45	**Session 1: Introduction to the participants and facilitators** - Introductions and getting to know each other. Name, position, organisation and presentation Role model for leadership - Objectives and expectations - Course flow, modules and training agenda - Thematic highlights, individual coaching and change projects - Group norms & logistics	By the end of the session, the participants will be able to: - recall the trainers' and everyone's names and backgrounds; - recall the key learning objectives for the course; - share their expectations for the course vs the course objectives; - link the course objectives to the course agenda; - agree on group norms and individual commitment to the programme.	RK
14:45–15:00	**Break**		
15:00–16:00	**Session 2: Thematic Highlight** Dr Rex/Kim introduces **Dr Florencia B. Pulhin**. - Presentation by Dr Florencia B. Pulhin (20 minutes including Q&A) **Guide questions:** - How does climate change affect land use and how does land use contribute to climate change? - How do changes in climate and land use relate to one another? - What is the potential for agriculture and land use in GHG mitigation? **Q&A (5 minutes)** Dr Rex/Kim introduces **Dr Elizabeth Simelton** (20 minutes) **Guide questions:** - What is climate-smart land use and how is it implemented on the ground? What are the best practices for scaling up/scaling out? - What is climate-smart agriculture? What climate-smart production systems practices, technologies and tools are being used across the region and what different farming systems	By the end of the session, the participants will be able to: - discuss how climate change affects land use and ecosystems and vice versa; - define CSLU and its relation to climate change adaptation and mitigation; - define CSA and CSF and their contribution to reducing GHG emissions; - discuss examples of initiatives to slow down deforestation and forest degradation, restore the landscape and forests, etc.	Dr Rex Cruz Prospective Resource Persons: **Dr Florencia B. Pulhin,** University Researcher IV, Forestry Development Center, University of the Philippines Los Baños, College, Laguna, Philippines Email address: fbpulhin@up.edu.ph **Dr Elizabeth Simelton** Climate Change Scientist

	have been shown to have a positive impact on productivity/yield and GHG mitigation? - What is climate-smart forestry? What strategies and actions would increase carbon sequestration? - Who are the lead players in the implementation of climate-smart or climate-resilient strategies, or the adoption of climate-smart tools and technologies? What are their roles?		World Agroforestry (ICRAF) E.Simelton@cgiar.org
16:00–16:15	**Keeping a journal and sharing based on the following questions:** - Which aspects of the presentations inspired you the most? - Did you notice any inner resistance towards any aspects of the presentation? - Which aspects of the presentation do you want to investigate further? - Do you want to take concrete action and what will that be?	By the end of the session, the participants will be able to: - reflect on the content of the presentation and are able to translate it to their personal professional situation.	RK
16:15–16:30	**Break**		
16:30–17:30	**Session 3: Introduction to the ACLP leadership model** - What is leadership? (15 min.) - Presentation and discussion about the leadership concept from Ken Wilber's Integral Theory (10 min.) - 'I' factor (5 min.) - Work in pairs to discuss: What were the two decisive moments in your life? (30 min.)	By the end of the session, the participants will be able to: - understand the leadership concept; - reflect on their personal position concerning the 'I' factor.	AdW
17:30–17:45	**Closing day 1**		AdW
	Thursday 19 August Module 1 day 2: Introduction to the ACLP programme		
09:00–09:15	Recap Day 1		RK
09:15–10:30	**Session 4: ASEAN Regional Priorities and Guidelines** First part (ASEAN Sec. 30 min.): • What are the key decision-making bodies in ASEAN (example FAF and climate change)? • What, in general, are the key decision-making processes? • What are typical ASEAN policy outputs? • What are some of the existing guidelines and tools on land use provided by ASEAN and its development partners? • What are the issues and gaps that need to be addressed to further promote climate-smart approaches in the region? Second part (10-15 minutes for each presenter): • What are good examples of regional policy processes and collaboration related to climate and land use? • Who was involved and what where the outcomes? • What are some of the strategies for emissions reductions in the agriculture sector? • What are the enabling conditions that would support the effective implementation of CSLU/CSA on the ground to enhance farm productivity while protecting the natural resources of forests and other ecosystems?	By the end of the session, the participants will be able to: - have a joint understanding of how ASEAN policy processes work (focus: FAF, climate change); - gain a deeper understanding/appreciation of the existing and relevant ASEAN guidelines on land use; - gain insights and practical knowledge on CSA/CSLU practices and strategies for emissions reductions via the case studies that will be shared and presented; - share good practices for regional policy processes and/or their impact at the national level and discuss lessons learned; - reflect on challenges in linking national and regional policy processes.	RVOC/ **Dian Sukmajaya**, Senior Officer, Food, Agriculture and Forestry Division, Sectoral Development Directorate, ASEAN Economic Community (AEC) Department/ dian.sukmajaya@asean.org **Ronnakorn Triaganon** RECOFTC – ASEAN Agroforestry Guidelines implementation **Imelda 'Dada' Bacudo,** ASEAN-CRN – Climate-Smart Agriculture Guidelines

	• How are ASEAN guidelines on climate and land use being implemented on the ground? • What are the issues and gaps that need to be addressed to further promote CSLU in the region? • Why are these good practices, especially with respect to cross-sectoral and/or cross-country cooperation?		implementatio n **Ronald Eberhard**, IISD, Responsible Agriculture Investment Guidelines implementatio n
10:30–10:45	**Keeping a journal and sharing based on the following questions:** - Which aspects of the presentations inspired you the most? - Did you notice any inner resistance towards any aspects of the presentation? - Which aspects of the presentation do you want to investigate further? - Do you want to take concrete action and what will that be?	By the end of the session, the participants will be able to: - reflect on the content of the presentation and translate it to their personal professional situation.	AdW
10:45–11:00	**Break**		
11:00–12:00	**Session 5: Introduction to the leadership model (continued)** - 'We' factor - 'They' factor - 'It' factor (15 min.) - The participants one by one fill in each quadrant with guidance from the facilitator - Share their model - Reflection & key learning (30 min.)	By the end of the session, the participants will be able to: - understand the content of the 'We', 'They' and 'It' factors and the leadership skills for each one; - know the relevant people connected to their leadership journey.	RK
12:00–12:45	**Lunch**		
12:45–14:30	**Session 6: Leadership development plan** - What is a leadership development plan and how will you, as a participant, work with your coach on it (10 min.) - Introduction to the leadership skills house & LDP (10 min.) - Making, sharing and receiving feedback on your first leadership development plan, in pairs and in breakout groups – 11 pairs (70 min.) - Plenary reflection (10 min.)	By the end of the session, the participants will be able to: - understand how we will work with the leadership development plan; - fill in their personal leadership development plan.	RK
14:30–15:00	**Daily evaluation & preparation work:** - Summarise your experience today in two words - What is the preparation work to be completed for the next module? - Introduce an evaluation routine		AdW

Module 2

BKK time	Main topic	Objective	Who
- **Monday 6 September Module 2: Observing the system closely**			
09:00–09:30	**Recap and agenda** - What stood out for you during the Introduction module? - Review of feedback for module 1 - Presentation of the agenda for today - What brings you here over the next few days? (brainstorming session) - Facebook as an extra media platform? Provide link?		RK
09:30–10:00	**Session 1: Introduction to systems thinking:** - What is systems thinking and how could it support us? - Set of tools in systems thinking - 3D-sculpting exercise and systems thinking	By the end of the session, the participants will be able to: - understand what systems thinking is and how it supports leadership; - know the tools and use them when needed.	AdW
10:00–10:45	**Session 2: Introduction to change projects** - What does a change project contain? - Objectives of the change project - The change project approach within the ACLP	By the end of the session, the participants will be able to: - understand how and why change projects are part of the ACLP; - know the steps we will take until the end of ACLP 2021.	RK
10:45–11:00	**Break**		
11:00–12:00	**Session 3: Change projects, the ACLP leadership model systems thinking and Theory U** - What is the theoretical foundation basis for the change project? - How does the theory set the next steps for the change project?	By the end of the session, the participants will be able to: - understand and know, based on the theory, what steps we will take in the change projects subgroup.	AdW
12:00–12:45	**Lunch**		
12:45–13:30	**Session 4: Change projects and the five key regional priorities and recommendations** - Overview of five key regional priorities and recommendations - The importance of the five priorities and recommendations	By the end of the session, the participants will be able to: - have an insight into the content of each of the five key regional priorities and recommendations; - understand the importance of the	RVOC

		five priorities and recommendations.	
13:30–13:45	**Division of participants over five subgroups**		RK
13:45–14:00	**Daily evaluation and preparation work:** - Summarise your experience today in two words - What is the preparation work to be completed for tomorrow? - Introduction to coaching and setting up the first appointment		RK/AdW
14:00–15:00	**Subgroup meeting** - Build common intent subgroup (purpose & vision) - Draw up the change project agenda	By the end of the session, the participants will be able to: - understand the goals of the change project that they will execute with their subgroup.	Subgroup coach

Tuesday 7 September: Observing the system closely			
BKK time	**Main topic**	Objective	Who
09:00–10:00	**Case clinic I in subgroups**		Subgroup coach
10:00–10.30	**Recap and agenda** **-** What stood out for you yesterday? - Presentation of agenda for today		AdW
10:30–10:45	**Break**		
10:45–11:30	**Session 5: Introduction to systemic approaches to addressing CC in the context of land use: the landscape approach** **Guide Questions:** - Why is the systemic/integrated approach important in promoting climate-smart land use in the context of climate change adaptation and mitigation? - What are the basic concepts and key characteristics of the landscape approach; different types and practices associated with it (focus on ASEAN)? - What are the factors that may constrain (limited knowledge and expertise, financial, economic, political and institutional) the implementation of the landscape approach to climate-smart land uses? - What are the key enabling conditions for successful implementation of landscape approaches to climate-smart land uses? - Who are the key stakeholders that need to be engaged in the implementation of landscape approaches to climate-smart land uses?	By the end of the session, the participants will be able to: - discuss the landscape approach, key concepts, and their contribution towards the achievement of the NDCs; - understand how these concepts/approaches try to address challenges and provide solutions in a systemic way; - analyse what challenges landscape approaches pose to governance and how these can be addressed.	RVOC 30-min. presentation followed by Q&A with the participants

Time	Session	Objectives	Facilitator
11:30–12:30	**Lunch**		
12:30–13:30	**Session 6: Landscape-based land-use planning** **Guide Questions:** - What is landscape-based planning? - How does this link to CC and enhancement of the NDCs? - What are the different types and practices associated with them? (focus on ASEAN) - What are the phases of the landscape-based planning process? - Why is it important to take the landscape-based planning approach? What role does it play in the achievement of the NDCs? How is this reflected in the NDCs? - What are the barriers and challenges to implementing landscape-based planning? - What are the enabling factors that would support its adoption in ASEAN? - Who are the key stakeholders to consider and what role do they play in the context of a landscape approach? - How can conflicts and collaboration influence the management resources? - How to create an enabling environment to promote landscape approaches? - What role can the leader play? - Q&A discussion, 10 minutes	By the end of the session, the participants will be able to: - explain the basic concepts of the landscape-based planning process; - explore how landscape-based land-use planning can promote CSLU; - discuss how CSLU can promote adaptation and mitigation strategies; - describe the phases of the landscape-based planning process (landscape situational analysis, VMG and target setting, trade-off analysis among alternative land-use options).	RVOC
13:30–13:45	**Keeping a journal based on the following questions:** - Which aspects of the presentations inspired you the most? - Did you notice any inner resistance towards any aspects of the presentation? - Which aspects of the presentation do you want to investigate further? - What have you learned about leadership? - Do you want to take concrete action and what will that be?	By the end of the session, the participants will be able to: - reflect on the content of this morning's presentation and translate this to their personal professional situation.	AdW
13:45–14:00	**Break**		
14:00–14.15	**Daily evaluation & preparatory work:** - Show this morning's expectations - Summarise your experience today by choosing an emoji		RK
14:15–15:15	**Case clinic II in subgroup**	-	Self-steering by subgroup

Module 3

Tuesday 21 September Module 3A: Strengthening personal connection with the system			
09:00–09:30	**Recap and agenda:** - What stood out for you during this week's module 2? - Evaluation results for modules 1 and 2 - Presentation of the agenda for today		RK
09:30–10:15	**Session 1: Introduction to sensing** - Summary of Theory U - Four levels of listening - Sensing means Observe, Observe, Observe - What is stopping you from observing objectively? - Which questions to ask during the sensing journey	By the end of the session, the participants will be able to: - understand the conditions for a sensing journey; - have a sensing journey with the people that are involved in their change project; - debrief a sensing journey.	Facilitators
10:15–10:30	**Break**		
10:30–11:30	**Session 2: Stakeholder engagement** **Case Study 1:** to be presented by the Stakeholder Engagement Specialist invited	By the end of the session, the participants should be able to: - explore how to achieve the sustainable engagement of key stakeholders in landscape-based land-use planning (identifying stakeholders, stakeholder engagement strategies, defining roles and rules for engaging stakeholders); - explore the appropriate organisational set-up to undertake landscape-based land-use planning for institutionalisation and implementation.	RVOC Cris Lomboy, Rare, Philippines (Stakeholder Engagement Specialist)
11:30–12:30	**Lunch Break**		
12:30–14:00	**Session 3: Stakeholder's interview (in a subgroup)** - Drafting and documenting the interview		Subgroup coaches
14:00–14:15	**Break**		
14:15–15:15	**Session 4: Debriefing the stakeholder's interview (in a subgroup)** - What was most surprising or unexpected? - What touched you and what connected with you personally?	By the end of the session, the subgroup will be able to observe the interview free of judgement, cynicism and fear.	Subgroup coaches

	- What ideas does this experience spark with respect to any possible prototyping initiative that you may want to take on? - What were the main takeaways from this method of interviewing?		
15:15–15:30	**Break**		
15:30–16:00	**Session 5: Sharing takeaways from the stakeholders' interviews** One representative per subgroup shares their experience with the big group.		AdW
16:00–16:15	**Closing**		RK

Wednesday 22 September Module 3A: Strengthening personal connection with the system			
09:00–09:30	**Recap and agenda:** - What stood out for you yesterday? - Presentation of the agenda for today		RK
09:30–10:30	**Session 6: Climate-smart forestry and agriculture** (Set a context for this session in an attempt to revisit the landscape approach while sharpening the understanding of a system from more than one perspective)	By the end of the session, the participants will be able to: - describe the connections between agricultural and forest land-use decisions; - explain the influences of agriculture on the forest mitigation services; - understand how the agriculture and forestry synergy promotes mitigation across the landscape.	RVOC
10:30–10:45	**Break**		
10:45–11:00	**Keeping a journal based on the following questions:** - In which mode were you listening? With an open mind free of judgement, with an open heart free of cynicism or free of fear? - Which aspects of the presentation inspired you most? - Did you notice any inner resistance towards any aspects of the presentation? - Which aspects of the presentation do you want to investigate further? - Do you want to take concrete action and what will that be?	By the end of the session, the participants will be able to: - reflect on the content of this morning's presentation and are able to translate it to their personal professional situation.	RK
11:00–11:30	**Daily evaluation and homework** - Summarise your experience today in two words - Document interviews and define the next steps in the sensing journey - Create a list with all possible ideas		RK
11:30–12:30	**Lunch break**		

12:30–14:00	**Session 7: Debriefing the subgroup coach about the experience from the subgroup with interviews and data collection** - What was most surprising or unexpected? - On which elements did he support the idea? - Which elements of the idea should be reconsidered?	By the end of the session, the participants will be able to use the input from the mentor for the next step in the project journey.	Subgroup coaches and mentor
14:00–14:15	**Closing**		RK

Monday 11 October Module 3B: Collaborating with other members of the peer group		
09:00–09:45	**Recap and agenda:** - What stood out for you during module 3A? - Presentation of the agenda for today - Conversations – breakout groups according to subgroups (no coaches present)		RK AdW
09:45–10:30	**Session 1: Presencing** - Presencing as the core of Theory U - Connecting personal and project purpose - Reflective inquiry – peer groups	By the end of the session, the participants will be able to: - understand the importance of alignment between personal and project purpose; - see the connection between their personal purpose and the purpose of the change project.	AdW
10:30–11:15	**Session 2: Introduction to prototyping** - Summary of Theory U - What does the prototyping process look like? - Clarify the aim of a prototype - Conditions for effective prototyping - Failing early to learn quickly	By the end of the session, the subgroup will be able to: - understand the prototyping process and the conditions for it; - debrief the outcome of the prototyping.	Facilitators
11:15–11:30	**Break**		
11:30–12:30	**Session 3: Crystallise ideas (in a subgroup)** - Discuss the list of possible ideas - Clarify the aim and purpose of the prototype project - Explore the perspectives of the user, stakeholder or person who will be served by the prototype - Begin to brainstorm ideas - Select the ideas(s) you want to prototype	By the end of the session, the subgroup will be able to select ideas that are ready for prototyping.	Subgroup coaches
12:30–13:30	**Lunch break**		
13:30–14:30	**Session 4: Prepare prototyping (in a subgroup)** - Create a presentation of the idea based on the questions from the prototyping worksheet	By the end of the session, the subgroup will be able to prepare an idea for prototyping.	Subgroup coaches
14:30–14:45	**Break**		
14:45–15:45	**Session 5: Presentation of an idea for prototyping to a stakeholder (in a subgroup)** - What is the objective of this prototype? - What is the background of this idea? - What is the desired output?	By the end of the session, the subgroup will be able to present an idea for prototyping to a group of stakeholders.	Subgroup coaches and Mentor/ Stakeholder
15:45–16:00	**Session 6: Debriefing the discussion with the coach** - What was most surprising or unexpected? - Which elements of the idea did he support?	By the end of the session, the participants will be able to use the input from the mentor to	Subgroup coaches

	- Which elements of the idea should be reconsidered?	define how the idea will be prototyped.	

Tuesday 12 October Module 3B: Collaborating with other members of the peer group			
09:00–09:30	**Recap and agenda:** - What stood out for you during our session yesterday? - Presentation of the agenda for today		RK
09:30–10:30	**Session 7: Starting up the prototyping process (in a subgroup)** - Based on the feedback from the stakeholder and coach, what do we want to adjust? - Which (extra) resource person(s) will we need?	By the end of the session, the subgroup will be able to understand the prototyping process.	Subgroup coaches
10:30–10:40	**Break**		
10:40–11:45	**The prototype of a successful initiative: ANGA (ASEAN negotiating group on agriculture)** - What was the main objective for forming ANGA? - What was in place before ANGA? How did ANGA improve the situation? - What key outcomes were achieved through ANGA? - Describe ANGA (following reflective questions): • relevant • right (in terms of size and scope) • revolutionary (how it changes the game) • relationally effective (leverage the community's strengths, competencies and networks) - What lessons have been learned – especially with respect to cross-sector/cross-country collaboration? What role does leadership play in this context? - If further barriers are being addressed, what would the result look like? (way forward for ANGA)	By the end of the session, the participants will be able to: - know an example of how a 'prototype' of a successful initiative could look in a regional context; - reflect on outcomes and lessons learned; - reflect on the role of leadership in this context.	Dr Margaret Yoovatana (Thailand)
11:45–12:30	**Lunch break**		
12:30–13:30	**Session 8: Sharing the ideas that will be prototyped** - Discuss the list of possible ideas - Clarify the aim of the prototype project - Explore the perspectives of the user, stakeholder or person who will be served by the prototype - Begin to brainstorm ideas - Select the ideas(s) you want to prototype	By the end of the session, the subgroup will be able to select ideas that are ready for prototyping.	Subgroup coaches
13:30–13:45	**Daily evaluation and preparation work module** **-** Summarise your experience today in two words - Presentation of the lessons learned per subgroup to the coaches		RK

Module 4

Time	Main topic	Objective	Who
Monday 25 October Module 4: Coming home, continuing the journey			
09:00–09:30	**Recap and agenda** - What stood out for you during module 4? - Evaluation results module 3 - Presentation of agenda for today		RK
09:30–10:30	**Session 1: Regional cooperation with ACLP alumni involvement: implementation strategy of CSA guidelines** First session: Dr Pedcris Orencio (SEARCA) – 25 mins - What is CSA? How does the concept of CSA being translated in each of the ASEAN member states help achieve the respective NDCs? - What are the existing references for this concept in the region? (summarise the CSA volume 1 and 2 guidelines) - What does the regional governance look like? What are the relevant ASEAN bodies to help promote the issue of CSA? How can they help facilitate the concept of CSA to be promoted regionally? - How to use the common needs for such CSA practices further in the region? Second session: Mohd. Hariz (Malaysia) – 15 mins - What is the current initiative that you and Malaysia are proposing to the ATWGARD? (final output) - What is the rationale behind the initiative? - What does the plan of the initiative look like? (milestone activities and timeline) - How do you foster collaboration among potential stakeholders to bring about change in the ASEAN context? - What is the difference, in your own experience, between enacting change in the regional and national context?	By the end of the session, the participants will be able to: - learn from a concrete example to propose and bring about change in the ASEAN context; - learn about the policy context of the climate-smart initiative in ASEAN; - refresh the concept of CSA and how it is being implemented in the ASEAN member states; - reflect on the role of leadership and collaboration in this endeavour.	Dr Pedcris Orencio (SEARCA) Mohd. Hariz (Malaysia) Mohammad Hariz Bin Abdul Rahman Deputy Director Climate Change Programme (BE01) Agrobiodiversity and Environment Research Center MARDI
10:30–10:45	**Break**		
10:45–11:00	**Keep a journal based on the following questions:** - Which aspects of the presentations inspired you the most? - Did you notice any inner resistance towards any aspects of the presentation? - Which aspects of the presentation do you want to investigate further? - Do you want to take concrete action and what will that be?	By the end of the session, the participants will be able to: - reflect on the content of this morning's presentation and translate it to their personal professional situation.	RK
11:00–11:45	**Session 2: Feedback meeting with the mentor** - Share the concept change project presentation - Receive feedback from the mentor	By the end of the session, the participants will be able to understand how to finalise their subgroup presentation	Subgroup coaches and mentor
11:45–12:45	**Lunch break**		

Time			
12:45–14:00	**Session 3: Finalising the change project presentation** - Summarise the feedback received from the mentor - Finalise the change project presentation	By the end of the session, the participants will be able to give a presentation on the change project of their subgroup to their supervisors	Subgroup coaches
14:00–18:00	**Coaching call:** Finalising the coaching for the leadership development plan: - What have been the main takeaways from this coaching session? - What could further leadership development contribute to the participant? - Next steps		AdW & RK

Time	Main topic	Objective	Who
Tuesday 26 October Module 4: Closing the journey			
09:00–09:30	**Recap and agenda** - What stood out for you yesterday? - Presentation of agenda for today - Polling on karaoke song		RK
09:30–10:45	**Session 4: Presentation of subgroup PPP for R&D and gender mainstreaming** - Presentation on the change project to supervisors from subgroup members and all participants - Time for Q&A	Create a set of lessons in integrating efforts to achieve multiple goals in gender mainstreaming and PPP promotion by identifying entry points to facilitate a common understanding, to motivate and inspire collaboration in the context of PPP and gender mainstreaming in the FAF sectors, describing the role of various stakeholders in delivering collective action and identifying ways to apply and test lessons in their work context.	AdW
10:45–11.00	**Break**		
11:00–12.15	**Session 5: Presentation subgroup promoting CSA I** - Presentation on the change project to supervisors from subgroup members and all participants - Time for Q&A	Propose using a multistress variety of rice with a water management approach, and diversifying farming products and Alternate Wetting and Drying (AWD) to increase production and ensure more income for smallholder farming families impacted by climate change.	RK
12:15–12:30	**Daily evaluation** - Summarise your experience today in two words		RK
12:30–13:30	**Lunch break**		
12:30–18:00	**Coaching call:** Finalising the coaching for the leadership development plan: - What have been the main takeaways from this coaching session? - What could leadership development contribute further to the participant? - Next steps		AdW & RK

Time	Main topic	Objective	Who
Wednesday 27 October Module 4: Closing the journey			
09:00–09:30	**Recap and agenda** - What stood out for you yesterday? - Presentation of the agenda for today		RK
09:30–10:45	**Session 6: Presentation to the subgroup: Responsible investment** - Presentation on the change project to the supervisors of subgroup members and to all participants - Time for Q&A	Widen private-sector engagement on RAI, make country initiatives more relevant and encourage the private sector to invest in agriculture to uplift economic transformation and pursue a more development-oriented engagement process.	RK
10:45–11:00	**Break**		
11:00–12:15	**Session 7: Presentation to the subgroup: Agroforestry Development** - Presentation on the change project to the supervisors of subgroup members and to all participants - Time for Q&A	Create a solution for communities living in and around forests to make more profit while avoiding forest deforestation with equitable benefit-sharing of the converted land use through the sustainable market-based agroforestry system (SMART).	AdW
12:15–13:00	**Lunch break**		
13:00–14:00	**Session 8: Workshop 'When change is hard'** - What matters when we talk about change? - The elephant and the rider - Food habits of Vietnamese children	By the end of the session, the participants will be able: - to understand the analogy of change illustrated by the metaphor of the elephant and the rider; - understand the relationship between behaviour and change.	AdW
14:00–14:15	**Daily evaluation** - Summarise your experience today in two words		RK

Time	Main topic	Objective	Who
Thursday 28 October Module 4: Closing the journey			
09:00–09:30	**Recap and agenda** - What stood out for you yesterday? - Presentation of the agenda for today		RK
09:30–10:45	**Session 9: Presentation subgroup promoting CSA II** - Presentation on the change project to supervisors from subgroup members and all participants - Time for Q&A	Raise awareness of CSA practices based on suitable crops in the Pos Mensun village in the Cameron Highlands.	RK
10:45–11:00	**Break**		
11:00–12:00	**Session 10: Workshop: Leadership of the future** - Which of the current macro trends will influence midterm the path we are leading? - Which trends are influencing your organisation?	By the end of the session, the participants will: - have a view of the current macro trends	AdW

	- What will be the new demand on leadership taking these trends in consideration – e.g. Leadership for Climate Action paper (CSLU & SEI paper)	that will influence their organisation; - be able to understand how these trends will influence the demand on leadership.	
12:00–12:15	**Online programme evaluation**		RK Shofi
12.15–13.00	**Lunch Break**		
13.00–14.00 Time for official remarks: 13:15–13:25	**Official closing of the programme** - Review of the leadership journey via an interactive game (Kahoot) – 15 mins - Official closing remarks – 10 mins - Awarding of virtual certificates – 20 mins - Group picture – 5 mins - Karaoke – 5 mins - Outlook and farewell – 5 mins (Hanna Reuter)	Concluding the programme with an interactive recap as well as official remarks from the head of the institutions involved in the design and conduct of the ACLP	Zahra (GIZ) and Kim (SEARCA) Official closing remarks (5 minutes each) by: **Martin Hansen** Country Director of Indonesia, Timor-Leste and ASEAN (GIZ) **Dr Glen Gregorio** Director of the Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA)

Annex 3 - Participant List of ACLP 2021

No	Mr/Ms	Full Name	Country	Institutions
1	Mr	Tan Chantara	Cambodia	Department of Agricultural Land Resources Management (DALRM)
2	Ms	Endah Riana Oktavia	Indonesia	Ministry of Environment and Forestry, Directorate of Greenhouse Inventory and MRV
3	Ms/Dr	Siti Norhairose Azlin Binti Ahmad	Malaysia	Department of Agriculture
4	Ms	Rozimah Muhamad Rasdi	Malaysia	Malaysian Agricultural Research and Development Institute (MARDI)
5	Ms/Dr	Ni Ni Tint	Myanmar	Department of Agriculture Research
6	Ms/Dr	Yu Yu Min	Myanmar	Yezin Agricultural University (YAU)
7	Mr	Kyaw Ko Lu	Myanmar	Forest Department
8	Ms	Kenneth Tabliga	Philippines	Forest Management Bureau
9	Ms/Dr	Mary Jane Alcedo	Philippines	LGU San Fernando City
10	Mr	Reynaldo Camomanes	Philippines	Department of Agriculture
11	Ms	Chatnapa Khomarwut	Thailand	Department of Agriculture
12	Ms	Duanngporn Vithoonjit	Thailand	Rice Research Center
13	Mr	Thai Van Tinh	Viet Nam	Institute of Policy and Strategy for Agriculture and Rural Development
14	Ms	Thuy Thi Tran	Viet Nam	Institute of Policy and Strategy for Agriculture and Rural Development
15	Mr	Shwe Win Lwin		CARE International
16	Ms	Marilyn Santiago		ASEAN Centre for Biodiversity
17	Ms	Luz Angeles Almagro-Blanco		AsiaDHRRA
18	Mr	Veejay Calutan		Grow Asia
19	Mr	Amiel Parducho		Rice Watch Action Network
20	Ms	Ysabel Anne Lee		Alliance of Bioversity International and CIAT